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ABSTRACT

Designed to comply with federal accountability requirements, this report presents information on Hawaii's high school and community college vocational programs, students, and finances for the 1980-81 academic year. Each of the report's six sections corresponds to specific legislative requirements. Section 1 contains discussions and data correlating labor demand with occupational training opportunities. Section 2 compares actual and projected enrollments in terms of normal program capacities and contrasts expenditures with allocation figures. Section 3 focuses on summative program evaluations, which take place annually for each secondary program and every 5 years for community college programs. Program structures, objectives, and outcomes are discussed and evaluative data are provided for 3 vocational programs offered by most high schools and for the 14 community college programs evaluated in 1980-81. Section 4 reviews the services provided for special populations, such as women, minorities, handicapped, disadvantaged, and limited English speakers. In section 5, the methodology used by the state to determine program priorities and distribute funds is examined. Finally, section 6 explains the State Board for Vocational Education's reaction to the State Advisory Council on Vocational Education's recommendations. Appendices discuss the annual Employer Satisfaction Survey, Comprehensive Employment and Training Act programs, and results toward achieving sex equity in vocational programs. (AYC)

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STATE OF HAWAII
ANNUAL ACCOUNTABILITY REPORT
FOR
VOCATIONAL EDUCATION:
FOR THE ACADEMIC YEAR 1980-81

APRIL, 1982

OFFICE OF THE STATE DIRECTOR
FOR VOCATIONAL EDUCATION
UNIVERSITY OF HAWAII
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INTRODUCTION AND OVERVIEW

The Educational Amendments of 1976, Title II, Public Law 94-482 require that each state commonwealth or territory participating in the federal program prepare an Annual Accountability Report. This document is designed to comply with that requirement. It covers data and other information on students and programs for the 1980-81 academic year.

Hawaii is continuing to include detailed information on fiscal and program performance. The state feels such information is useful for planning and evaluation purposes at the state level. The information is useful in that it facilitates the identification of inconsistencies between that which was planned and actual performance. A discussion of the more interesting variances is included for those who wish only to review the anomalies.

The content of the report conforms to the general prescriptions delineated in Section 104.241 and 104.402 of the Federal Register data October 3, 1977.

There are six sections to this report. The first section references enrollment against manpower demand as specified in 104.241(a)(1). The second section is referenced against the Annual State Plan for the 1978-79 academic year and is aimed at satisfying 104.241(a) in general. Actual enrollments are compared with those projected in terms of normal program capacity. As such, apparent significant discrepancies may simply be due to the difference between capability and actual registration data, which in the case of some programs, may actually be rising. Expenditures are also compared with allocation figures.

The fiscal data, as a consequence, are inappropriate for audit use, and no federal or state agency should use this document for such a purpose. The Financial Status Reports, which cover a consecutive 27-month period as allowed by law for the expenditure of funds allotted for any given year, are the most appropriate documents for checking such things as adherence to set-aside maintenance of effort, and State matching requirements.

The third section of the report is devoted to meeting the summative evaluation requirements described in 104.241(b)(1) and 104.402(a)(b) and (c). As such, it is organized in terms of processes, achievement outcomes, and employment. As in the second section, the data and information are organized by the designation "secondary" and "postsecondary."

The fourth section addresses itself to meeting concerns covered in section 104.402(d) of the Federal Register previously referred to. The section focuses on the results of traditional services provided for special populations such as:

(1) Women;
(2) Member of minority groups;
(3) Handicapped persons;
(4) Disadvantaged persons; and
(5) Persons of limited English-speaking ability.

The fifth section of the report provides an explanation of the basic methodology used by the State agencies to distribute funds to eligible recipients. Appropriate descriptive statistics are provided.

The sixth section of this report concerns itself with an explanation of how the State Board for Vocational Education has reacted to the recommendations of the State Advisory Council on Vocational Education (SACVE). These recommendations and the accompanying response are the most recent available. The sixth section is offered to satisfy the requirement of section 104.241(b)(2).

Three appendices are provided. The first deals with the administration and findings of the annual Employer Satisfaction Survey conducted by the Office of the State Director for Vocational Education. The second appendix provides a descriptive, statistical summary of the Comprehensive Employment Training Act (CETA) programs offered in concert with the regular vocational education courses. The third appendix is designed to provide a progress report dealing with sex equity and sex stereotyping.

The members of the State Vocational Education Planning Group had an opportunity to read and react to the draft of the Annual Accountability Report. It was also made available to the general populace before public hearings were held.

Section 1

ENROLLMENT AND EMPLOYMENT DEMAND

The purpose of the labor demand statistics, displayed in the Five-Year Plan, is to provide assurance that persons possessing certain occupational skills will be able to obtain employment. To the extent possible, occupational training programs are planned and offered in accordance with labor demand and supply. However, student interests, preferences, and exercises in career exploration, particularly at the secondary level, also play a role in program selection. There are some programs with a high labor demand but low student interest that, understandably, produce low enrollments. On the other hand, there are some programs with low labor demand but high student interest. Such programs are often allowed to persist in order to facilitate the process of career exploration at the secondary level.

Complicating the problem of correlating labor demand with occupational training opportunities are such variables as the condition of the national economy and the vagaries of international politics. If the economy is depressed, all of the skill training in the world will not guarantee meaningful employment. A drastic increase in the cost of jet fuel, due to the machinations of an international petroleum cartel, may upset labor demand expectations in the tourist industry. A change in the support of the domestic sugar industry may produce factors which make all of the skill training in that industry irrelevant. The Puna Sugar Plantation closing is a case in point.

Enrollment figures include both beginning students and those close to completion of their planned program of training. Not all of those enrolled are avilable for the labor market at the end of the year. Moreover, not all graduates are available for jobs upon graduation for various reasons.

The statistical slippage in some programs is also greater than in others. For these and other reasons, it does not seem methodologically sound to scrupulously compare enrollment data with labor demand data. To evaluate the planning process using this as the primary criterion would be misleading and unfair.

However, the State of Hawaii has attempted to comply with what appears to be intended by the law as interpreted in section 104.241(a)(1) of the Federal Register. Most vocational programs at both the secondary and postsecondary levels require two consecutive years of study. In practice, some people take more time to prepare for an occupation than others, particularly at the postsecondary level. Many require a year of developmental work or English language instruction to bring their basic skills up to par before beginning their technical education. Some enter the job market prior to completing a formal program. A reduction in federal funding has resulted in "waiting" lists for high demand programs. However, in the interest of technical compliance, the enrollments for FY-79 have been compared with the employment demand for FY-81*.

On Table 1 it will be observed that the Multi-Year Plan projected 669 openings in agriculture for FY-81. Available enrollment, which cannot be broken down by grade level, show that 1,550 students were participating in agricultural programs at the secondary level and 153 enrolled at the postsecondary level in 1979. Some of the students enrolled in secondary courses may have continued their education in this particular field at a community college or at a four-year, postsecondary institution. As in past years,

*It should be noted that Section 104.184(b) specifies "enrollment" data and not supply. There has been some discussion with SACVE members as to which criterion should be used.

many appear to have been taking this popular offering at the secondary level for avocational purposes. However, no indication of intent or purpose is provided on secondary school records. The conclusion is based on on-site visitations.

The match between enrollment and projected demand reveals a shortfall in training in distributive occupations. In this field, 3,256 available openings were projected for 1981 and 2,623 students were identified as being enrolled in relevant training programs in 1979. The fit is not good for most of the other areas. Many students were enrolled in home economics programs for what could appear to be avocational and general education purposes. The data would also seem to suggest that the state was not exceeding the projected employment demand in office skills and was slightly overproducing in the technical and trades and industry areas. As previously mentioned, such comparisons must be made with a jaundiced eye as they do not provide meaningful analysis regarding the responsiveness of the educational community or effectiveness of program planning (refer to Table 1).

Table 1

COMPARISON OF FY-79
ENROLLMENTS WITH FY-81
"WORKER NEED" PROJECTIONS

OE Code	Occupational Area	FY-1981* Projected Demand	FY-1979 Total 1/ Enrollment	FY-1979 Secondary Enrollment	FY-1979 Postsecondary Enrollment	FY-1979 Apprenticeship 2/
01.	Agriculture	669	1,703	1,550	153	NA
04.	Distributive	3,256	2,623	1,079	1,544	26
07.	Health	775	249	-	249	NA
09.02	Home Economics	369	1,545	1,545	-	NA
14.	Office	3,396	10,942	8,651	2,291	NA
16.	Technical	218	1,063	639	424	NA
17.	Trades & Industry	5,623	6,953	2,531	4,422	1,502

From 1978-79 VEDS

1/ Total excludes supplemental adult category which contains primarily in-service and upgrading programs.

2/ Apprenticeship data from 1979-80 VEDS report.

* Multi-Year Plan 1980-82.

Section 2

FISCAL AND PERFORMANCE DATA

Although federal regulations permit the fiscal year 1981 State allotment to be expended within a 27-month period, the expenditures reported herein are only for 12 months. As previously mentioned, it is inappropriate to use the data in this report to ascertain compliance with federal setaside and matching requirements. The Financial Status Reports which are forwarded regularly to the United States Department of Education provide more specific financial information for determining compliance with federal regulations.

The purpose of this section is to provide a fiscal overview in terms of the State's effort to implement the specified activities in the State Plan in accordance with appropriate federal requirements.

The State will undoubtedly meet the following federal provisions by [September 30, 1982] which is the terminating date of the 27-month period:

1. The ratio of 82:18 percent of Subparts 2 and 3 funds for the cost of administration.
2. The 20 percent setaside for disadvantaged and limited English proficiency students.
3. The 10 percent setaside for handicapped students.
4. The $50,000 earmarked for reducing sex bias and sex stereotyping.
5. One-third of the resource allocated for consumer and homemaking programs to be expended for service to depressed areas.

The cost of operating the Office of the State Director for Vocational Education was $426,807. Of that amount, $174,535 and $252,272 were State and federal funds, respectively. Some of the activities of the office included (1) collecting, synthesizing, and disseminating pertinent

information for long-range and annual planning; (2) preparing and revising when necessary State Plans; (3) evaluating programs at both the secondary and postsecondary levels; (4) conducting employer surveys; (5) monitoring on-going programs for fiscal purposes; (6) coordinating the planning and implementation of sex equity activities; (7) providing in-service education courses and workshops; (8) maintaining a management information system; (9) operating the Career Information Center; and (10) preparing the Annual Accountability Report.

The continual cutback in federal support for vocational education has played havoc on the achievement of the goals and objectives envisioned in the Five-Year State Plan. Admittedly, the projected budget data were optimistic and did not anticipate the philosophical changes in federal aid to education, national debt, and economic recession. Hence, a comparison of expenditure figures and anticipated budget data would be meaningless and futile. Instead, more can be gained by analyzing how well the projected activities were accomplished.

Cautions to be Exercised in Interpreting the Data

The information in this section is referenced against the State Plan for the 1980-81 academic year. Actual enrollments are compared with those projected in terms of normal program capacity. As such, apparent significant discrepancies may simply be due to the difference between the learning stations made available and actual registration data, which in the case of some programs, may actually be rising.

Expenditures are also compared with allocation figures. A brief narrative summarizing the results achieved relative to each particular program component is also provided. There may be some variances in enrollment data from those reported earlier in other reports. As in past years, this is due to an updating of records to reflect the most recent enrollment information.

It should also be noted that there are certain factors which may make it difficult for some readers to interpret the fiscal data. The allocation data are not totally from the 1981 State Plan and also differ from the actual amounts made available to the program by the federal and state governments. With regard to federal funds, the allocation which represents State Plan data, reflect budget requests, rather than the State's actual grant award. The award is invariably less than the budget request. Regarding state funds, the allocation data which are also State Plan figures reflect budget data.

The allocations do not include an estimate of carry-over funds. However the expenditure data include FY-1981 as well as FY-1980 funds carried over and spent during FY-1981. The allocation data are based on the period July 1 to June 30. The state received its grant award after July 1, due to

the difficulties the U.S. D.O.E. has in processing awards before the end of the first quarter. Only with the careful use of carry-over funds can programs start as scheduled in the State Plan.

Certain allocation and expenditure data are prorated. There is no effective method for identifying actual "B" or materials' costs. For instance, no one tries or probably should try to account for each ream of paper used by an accounting or secretarial science instructor. The expenditure is simply attributed to the business education division in which both curricula are administered. Any benefit derived from a reporting requirement necessitating expenditure distinctions at this level would be more than off-set by the expense and time involved. Such analyses are not cost-effective in themselves.

There is one other factor to be considered in interpreting the community college data. In assigning the total cost incurred for something such as general administration, the University, which directly administers all of the community colleges in the state, takes the total expense attributed to that area and prorates the amount between liberal arts and vocational education. As such, the actual expenditure figure for vocational education may actually appear to be substantially greater than the allocation for some years.

Neither the Department of Education nor the University of Hawaii Community Colleges have accounting systems that are designed to identify expenditures by all six-digit occupational codes. Again, the utility of producing such a system is not such as to justify the expenditure of the funds for the developmental effort. The imposition of any such requirement would not be consistent with the spirit of the "new federalism."

Excess Cost Requirement

At the Western States meeting held in San Diego in October of 1981, it was disclosed that most states had found it difficult, if not impossible, to document "excess costs." Hawaii has been no more successful than other states in satisfying this requirement. It is appreciated that the excess cost requirement will be dropped as part of the deregulation effort.

Performance

Secondary/Statewide

The Department of Education organized its vocational education programs in terms of three major programmatic efforts. There is Pre-Industrial Preparation (PIP) for the academically disadvantaged student; Introduction to Vocations(IV), for the traditional student who is interested in occupational training; and Occupational Skills (OS) for the student handicapped by learning disabilities.

In all program areas the projection for FY-81, included in the previous Five-Year Plan, were optimistic and based to a large extent on historical trend data generated in the early 70's. It should be mentioned that enrollments in all programs have stabilized and in some cases declined in the recent past. Other states have had a similar experience.

Agency planners came closest to accurately forecasting enrollment in the Occupational Skills area. This is due to the fact that these students are identified relatively early in their educational careers, and their progression through the grades is closely monitored.

However, a review of projections and actual enrollment by occupational categories does reveal some interesting variances between that which was projected and that which actually occurred.

In the PIP area projections made in the Annual State Plan for FY-81 were a bit low. A total, ballpark figure of 2,241 had been originally projected. 3,159 were actually served. Ornamental horticulture, distributive education, and office and business machines were down substantially from projected levels of service. However, automotive technology and graphic arts had much higher enrollments than had been anticipated.

The enrollment projections and actual headcount for Introduction to Vocations were low with 20,777 students. The actual shortfall was 1,859. As contrasted with PIP distributive education was higher in terms of enrollment than anticipated and Automotive Technology was substantially lower. Building construction also did not achieve the expected enrollment. Graphic Arts and Metal Processing and Technology also sustained declines from that which was anticipated.

The actual enrollment for Occupational Skills was much higher than the level projected. The most popular areas in this general program area continued to be Other Building Construction and Food Service. Employment possibilities are probably greatest for this target population in the food service area.

Cooperative education enjoyed a heavier enrollment than had been anticipated. Almost 1,000 students took advantage of work practice experiences. Work study was off by about 100 students.

The actual membership in occupationally oriented school clubs was almost identical to that which had been predicted. In 1980-81 the head-count was 305.

Postsecondary/Statewide

In limited space available for a summary it seems appropriate to concentrate on statewide performance in terms of national priorities.

The State anticipated serving 3,082 students who met the disadvantaged criteria. The data reported by the agency indicate that this figure was fairly accurate. During the year in question 3,850 were served. There was a much greater congruence in the projected and actual data for the disadvantaged served by the Employment and Training Office. This agency is also administered by the University of Hawaii Community Colleges.

A larger number of handicapped were served than had been anticipated.

The projections for limited English-speaking persons were also a bit low. In contrast to the handicapped this target population is relatively easier to identify. In many cases inclusion in a vocational program is predicated on correcting the deficiencies. Six hundred and seventy-four persons participated in programs designed to improve their ability to speak and understand spoken English. It had been anticipated that 304 persons would be identified through screening.

The State anticipated serving 397 displaced homemakers. The actual figure was 240.

Cooperative education served 970 students. That was less than had been anticipated.

More students were served in counseling and guidance than had been anticipated. It is understandably difficult to determine if a given counseling session

is devoted in part to occupational advisement. After discussions with the community college counselors made during on-site visitations, it is estimated that the approximate number who were to be served, were in fact served.

A Summary of Results Achieved in the Use of Funds to Meet Program (Purpose) Needs

In addition to the offering of cooperative education, related instruction for apprentices, and over 75 occupational education programs, federal funds were used to replace obsolete and defective equipment and machinery, provide opportunities for work-study, and reduce sex bias and sex stereotyping in vocational education programs.

Other activities funded by general funds, and in some cases the federal grant, included research and exemplary projects; counseling and guidance; special programs and services for handicapped; disadvantaged; and limited English-ability persons; in-service education for teachers, counselors, and administrators; and consumer and homemaking programs.

Students from non-profit private schools did not participate in the cooperative education programs offered in the secondary and postsecondary institutions. However, non-profit private schools were formally invited by the Department of Education to participate in the cooperative education program.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To provide administrative leadership and direction in the planning, organizing, coordinating and evaluating of vocational-technical education programs, activities and services.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
				216,006	25,667	191,898	23,998	104.241
Administration and Supervision	10	10	Subpart 2		13,334		13,229	(a)
			Subpart 3		12,333		10,768	(1) Goals achieved:
								a) All vocational-technical programs in 39 secondary schools in the states were monitored for program compliance including OSHA standards and regulations through annual visitation (monitoring report).
								b) Provided consultative and technical services to districts (7), schools (39), industries (5), colleges (8) on vocational-technical education programs and activities.
								c) Identified by courses, performance expectations to be covered in Office & Distributive, Agriculture, Home Economics, and Industrial-Technical programs.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To provide administrative leadership and direction in the planning, organizing, coordinating and evaluating of vocational-technical education programs, activities and services.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Administration and Supervision								(2) Federal and State funds used in carrying out activities as set forth in State Plan (104.185). a) Provided opportunities for state (6), district (15) personnel to attend leadership conferences in Vocational-Technical education. b) Coordinated summer in-service workshops in Aquaculture, Welding Technology, Food Service, Business, Small Engine Repair and Maintenance, and in Occupational Skills Program. c) Implemented a capacity building project grant (Hawaii VEDS: Building a Follow-up Subsystem for the Secondary Level) which was awarded on 9/29/80 for $50,171. The project was designed to help improve the Vocational-

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To provide administrative leadership and direction in the planning, organizing, coordinating and evaluating of vocational-technical education programs, activities and services.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Administration and Supervision								Technical information system for data collection and maintenance. The completion of the project was extended to March 31, 1982.
	10	10		$216,006	$25,667	$191,898	$23,998	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals
1. To provide and improve program of study to enable identified disadvantaged youth to develop salable skills as well as to prepare for entry into the next level of training.
2. To enable academically-deprived students to improve their basic verbal, scientific, and mathematical skills by correlating occupational experiences to these academic skills.
3. To provide equal opportunity and equal access for females and males to all vocational education programs.

Program Title and U.S.O.E. Code	Enrollment Projected	Enrollment Actual	Subpart & Legislative Purpose	Allocation State	Allocation Federal	Expended State	Expended Federal	Narrative: Results Achieved
Pre-Industrial Preparation Program			All Program Areas	$757,143	$334,136	$840,949	$322,899	104.241 (a) (1) Goals achieved: a) Provided 3,159 identified disadvantaged students with instructions. Also provided consultative, technical and evaluative services to each program of study. b) 68.3% of students showed gains on the CTBS--a .3% gain over FY 1980. c) 650 students who graduated entered a post-secondary course of study. 208 students went into full/part-time employment (145 in related and 63 in unrelated). (2) Federal and State funds used in carrying out activities as set forth in State Plan (104.185). a) Provided correlated academic instructions (Language Arts, Math/Science) in all disadvantaged programs.
			Subpart 2-120 Basic Grant		241,963		234,366	
(Disadvantaged Students)			Subpart 3		12,500		12,396	
			Subpart 4		79,525		75,989	
			1978-79 Carryover Subpart 4		148		148	
Ag. Tech. 01.0100	276	211				56,170	21,567	
Orn. Hort. 01.0500	241	63				16,771	6,440	
Dist. Ed. 04.0800	276	20				5,324	2,044	
Child Care 09.0201	35	125				33,276	12,777	
Food Serv. 09.0203	167	731				194,598	74,720	
Ofc. & Bus. Machines 14.0300	439	149				39,665	15,230	
Elec. Tech. 16.0107	101	21				5,590	2,146	
Power/Auto Mechanics 17.0302	357	1,225				326,104	125,214	
Bldg. Const. 7.1099	217	329				87,582	33,629	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals
1. To provide and improve program of study to enable identified disadvantaged youth to develop salable skills as well as to prepare for entry into the next level of training.
2. To enable academically-deprived students to improve their basic verbal, scientific, and mathematical skills by correlating occupational experiences to these academic skills.
3. To provide equal opportunity and equal access for females and males to all vocational education programs.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Pre-Industrial Preparation Program (Disadvantaged Students)								b) Provided vocational counseling and guidance through counselors and vocational and related area instructors. 70% of students showed average gain of 6.5 points on the Behavior Description Scale.
Graphic Arts 17.1900	64	193				51,378	19,728	
Metal Proc. & Fabric. 17.2399	68	92				24,491	9,404	c) Increased enrollment to a total of 3,159. (Increase is partially due to more accurate data collection set up through V.E.D.S. project grant.)
								d) Provided special needs funds to programs in high unemployment or high dropout rate areas to minister to appropriate student needs (Farrington, Waialua, Waianae, Nanakuli, Olomana, Kohala, Hilo, Molokai, and Kapaa).
								e) Provided summer in-service training to upgrade vocational teacher competencies.
								f) All programs utilized advisory committees for program planning, program improvement and related concerns.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals
1. To provide and improve program of study to enable identified disadvantaged youth to develop salable skills as well as to prepare for entry into the next level of training.
2. To enable academically-deprived students to improve their basic verbal, scientific, and mathematical skills by correlating occupational experiences to these academic skills.
3. To provide equal opportunity and equal access for females and males to all vocational education programs.

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Pre-Industrial Preparation Program (Disadvantaged Students)								g) Affirmative action to enroll females in non-traditional courses emphasized (see 1980-81 monitoring report). Eight schools have participated in equal goals in occupation workshops and have implemented action plans. h) All PIP programs were monitored for program compliance, including OSHA standards and regulations through annual visitations (monitoring report).
TOTAL	2,241	3,159		$757,143	$334,136	$840,949	$322,899	

Note:
- Program costs based on average per pupil cost (State--$266.21, Federal--$102.21).
- Increased general fund expenditure is due to salary increases.
- Expenditure of funds from 7/1/80 to 9/30/81.

Some of the disparity in the statewide enrollment between the projected and actual is due to the changes made in the data collection system.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals
1. To provide an improved program of study to high school students served through this program which enables them to develop salable skills as well as to prepare them for entry into the next level of training.
2. To provide equal opportunity and equal access for female and males to all vocational education programs.

Program Title and U.S.O.E. Code	Enrollment Projected	Enrollment Actual	Subpart & Legislative Purpose	Allocation State	Allocation Federal	Expended State	Expended Federal	Narrative: Results Achieved
Introduction to Vocations Program (Regular Students)			All Program Areas	2,507,558	681,503	2,507,558	627,624	104,241
			Subpart 2-120		509,281		457,519	(a)
			Subpart 3-133-135		144,133		142,016	(1) Goals Achieved:
			78-79 Carryover					
			Subpart 2		4,376		4,376	a) Performance expectations and essential competencies were correlated with course objectives in various instructional areas.
			Subpart 3		988		988	
			79-80 Carryover					
			Subpart 2		7,267		7,267	
			Subpart 3		15,458		15,458	
Ag. Tech. 01.0100	1,104	837				113,955	28,522	
Orn. Hort. 01.0500	1,226	986				134,242	33,600	b) A safety checklist has been developed to assist teachers in safety instruction, correction and documentation. (Agriculture, Industrial Technical, Office and Distributive Ed.)
Dist. Ed. 04.0800	1,415	1,734				236,080	59,089	
Child Care 09.0201	178	145				19,741	4,941	
Food Serv. 09.0203	855	677				92,172	23,070	
Accounting 14.0100	4,153	4,190				570,457	142,780	
Data Proc. 14.0299	905	939				127,842	31,998	c) Seven more high school teams consisting of administrators, counselors and vocational teachers attended sex equity workshops to reduce sex bias and stereotyping in vocational education programs. This is the
Office & Bus. Mach. 14.0300	3,135	3,308				450,375	112,726	
Shorthand 14.0700	1,387	1,845				251,191	62,870	
Typing 14.0900	1,537	1,471				200,272	50,127	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals
1. To provide an improved program of study to high school students served through this program which enables them to develop salable skills as well as to prepare them for entry into the next level of training.
2. To provide equal opportunity and equal access for female and males to all vocational education programs.

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Introduction to Vocations Program (Continued)								4th year of a 5-year plan to in-service all high schools in the state. The teams developed and implemented action plans to promote greater sex equity in vocational education.
Elec. Tech. 16.0107	0	21				2,859	716	
Elec. Tech. 16.0108	519	569				77,468	19,390	
Power/Auto Tech. 17.0399	1,805	777				105,786	26,478	
Bldg. Const. 17.1099	1,110	361				49,149	12,302	d) Articulation between secondary and post secondary vocational programs has been strengthen through planned workshops and student activities. Articulation of the Business, Office and Distributive Education program was done primarily through the Hawaii Business Education Association whose members represent all levels of public and private school educators as well as business and publishers.
Draft Tech. 17.1300	262	259				35,262	8,826	
Graphic Arts Tech. 17.1900	331	124				16,882	4,226	
Metal Proc. & Fabr. Tech. 17.2399	350	173				23,553	5,895	
Other Trade & Ind. Occ. 17.9900	0	2				272	68	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an improved program of study to high school students served through this program which enables them to develop salable skills as well as to prepare them for entry into the next level of training.
2. To provide equal opportunity and equal access for female and males to all vocational education programs.

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Introduction to Vocations Program (Continued)								e) Federal and State funds were expended in compliance with the State Plan. f) Programs were monitored in all 38 high schools and appropriate recommendations were made.
Total	20,277	18,418		2,507,558	681,503	2,507,558	627,624	

Note: • Program cost based on average per pupil cost (State -- $136.15, Federal -- $34.08.)
• Expenditure of funds from 7/1/80 - 9/30/81.

Some of the disparity in the statewide enrollment between the projected and actual is due to the changes made in the data collection system.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide and improve program of study to identified handicapped youth served by this program which enables them to develop occupational skills as well as to prepare them for further training.
2. To provide equal opportunity and equal access for females and males to vocational programs.

Program Title and U.S.O.E. Code	Enrollment Projected	Enrollment Actual	Subpart & Legislative Purpose	Allocation State	Allocation Federal	Expended State	Expended Federal	Narrative: Results Achieved
			All Program Areas	342,305	119,896	390,678	112,557	104,241
Occupational Skills Program (Handicapped Students)			Subpart 2-120 Basic Grant		115,196		107,857	(a)
			Subpart 3-134 Counsel/Guid.		2,000		2,000	
			78-79 Carryover Subpart 2		800		800	
			79-80 Carryover Subpart 2		1,900		1,900	(1) Goals Achieved
Orn. Hort. 01.0500	209	355				52,495	15,124	a) The Occupational Skills Program was extended by two (2) additional schools thereby increasing the number of schools served to 38 and extended to 4 special schools.
Dist. Ed. 04.0800	241	356				52,642	15,167	
Child Care 09.0201	31	131				19,370	5,581	
Cloth. Mgmt. & Pro. Ser. 09.0202	123	181				26,765	7,711	
Food Serv. 09.0203	144	392				57,966	16,700	
Inst./Home Mgt. Serv. 09.0205	116	112				16,562	4,772	b) The number of handicapped students served increased from 2,105 the previous year to 2,642. The revised projection was 1,948. The number of graduates employed six months after graduation was 237.
Office/ Bus. Mach. 14.0300	382	71				10,499	3,025	
Other Auto 16.0108	88	345				51,016	14,698	
17.0302	308							
Other Bldg. Constr. 17.1099	189	699				103,363	29,779	
17.1900	57							
17.2399	60							

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide and improve program of study to identified handicapped youth served by this program which enables them to develop occupational skills as well as to prepare them for further training.

2. To provide equal opportunity and equal access for females and males to vocational programs.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Occupational Skills Program (Continued)								(2) Federal and State Funds used in compliance with Annual Plan (104.185). a) Provided instruction to 2,642 students in nine (9) occupational areas. b) Conducted in-service workshop for administrators and teachers. c) Provided funds to 38 high schools. d) The handicapped program was monitored and provided with technical and consultative services through annual visit of 38 high schools (see monitoring reports).
Total	1,948	2,642		342,305	119,896	390,678	112,557	

Note: • Program cost based on average per pupil cost (State -- $147.87, Federal -- $ 42.60.
• Expenditure of funds from 7/1/80 - 9/30/81.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Oahu

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Agriculture								See statewide PIP, IV and OS programs.
Ag. Tech. 01.0100	603	392						
Orn. Hort. 01.0500	1,109	944						
Distributive								
Distr. Ed. 04.0800	1,302	1,584						
Home Economics-Occup. Prep.								
Child Care 09.0201	221	341						
Cloth. Const. 09.0202	98	170						
Food Serv. 09.0203	894	1,510						
Home & Inst. 09.0205	45	26						
Office								
Accounting 14.0100	3,305	3,397						
Data Proc. 14.0299	793	831						

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Oahu

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Office & Bus. Mach. 14.0300	2,546	3,063						See statewide PIP, IV and OS programs
Shorthand 14.0700	1,818	1,439						
Typing 14.0900	1,097	1,080						
Technical								
Elec. Tech. 16.0107		21						
Elec. Tech. 16.0108	592	511						
Trades & Industry								
Power & Auto Tech. 17.0302	1,758	1,485						
Bldg. Const. 17.1099	960	945						
Drafting Tech. 17.1300	262	259						
Graphic Arts Tech. 17.1900	452	317						
Metal Proc. & Fabr. Tech. 17.2399	392	183						
	18,247	18,498				(2,428,838)	(676,710)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Hawaii County

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Agriculture								See statewide PIP, IV and OS programs
Ag. Tech. 01.0100	334	201						
Orn. Hort. 01.0500	145	184						
Distributive								
Distr. Ed. 04.0800	272	286						
Home Economics-Occup. Prep.								
Child Care 09.0201	8	21						
Cloth. Const. 09.0202	25	0						
Food Serv. 09.0203	151	127						
Home & Inst. 09.0205	31	38						
Office								
Accounting 14.0100	402	385						
Data Proc. 14.0299	57	82						

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Hawaii County

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Office & Bus. Mach. 14.0300	225	234						See statewide PIP, IV and OS programs
Shorthand 14.0700	180	144						
Typing 14.0900	173	154						
Technical								
Elec. Tech. 16.0107 Elec. Tech. 16.0108	53	61						
Trades & Industry								
Power & Auto Tech. 17.0302	316	442						
Bldg. Const. 17.1099	182	181						
Drafting Tech. 17.1300	0	0						
Graphic Arts Tech. 17.1900	0	0						
Metal Proc. & Fabr. Tech. 17.2399	44	35						
	2,598	2,575				(601,881)	(193,432)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Maui County

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Agriculture								See statewide PIP, IV and OS programs.
Ag. Tech. 01.0100	206	272						
Orn. Hort. 01.0500	251	91						
Distributive								
Distr. Ed. 04.0800	217	173						
Home Economics-Occup. Prep.								
Child Care 09.0201	12	39						
Cloth. Const. 09.0202	-	-						
Food Serv. 09.0203	60	84						
Home & Inst. 09.0205	20	24						
Office								
Accounting 14.0100	327	358						
Data Proc. 14.0299	55	26						

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Maui County

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Office & Bus. Mach. 14.0300	143	116						See statewide PIP, IV and OS programs
Shorthand 14.0700	185	164						
Typing 14.0900	181	151						
Technical								
Elec. Tech. 16.0107 Elec. Tech. 16.0108	-	-						
Trades & Industry								
Power & Auto Tech. 17.0302	251	285						
Bldg. Const. 17.1099	201	164						
Drafting Tech. 17.1300	-	-						
Graphic Arts Tech. 17.1900	-	-						
Metal Proc. & Fabr. Tech. 17.2399	22	23						
	2,131	1,970				(424,584)	(128,685)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Kauai County

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Agriculture								See statewide PIP, IV and OS programs.
Ag. Tech. 01.0100	237	183						
Orn. Hort. 01.0500	171	185						
Distributive								
Distr. Ed. 04.0800	141	67						
Home Economics-Occup. Prep.								
Child Care 09.0201	3	-						
Cloth. Const. 09.0202	-	11						
Food Serv. 09.0203	61	79						
Home & Inst. 09.0205	20	24						
Office								
Accounting 14.0100	124	53						
Data Proc. 14.0299	-	-						

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Kauai County

Level and Type of Institution Secondary, Department of Education

Educational Goals

1. To provide an on-going program and expand the Restructured Voc-Tech Program to schools that have not implemented the program.
2. To provide the vocational courses of study in secondary schools based on student interests and employment needs.
3. To provide equal opportunity and equal access for females and males to all vocational education programs

Program Title and U.S.O.E. Code	Enrollment		Subpart &	Allocation		Expended		Narrative:
	Projected	Actual	Legislative Purpose	State	Federal	State	Federal	Results Achieved
Office & Bus. Mach. 14.0300	142	115						See statewide PIP, IV and OS programs
Shorthand 14.0700	104	98						
Typing 14.0900	86	86						
Technical								
Elec. Tech. 16.0107		-						
Elec. Tech. 16.0108	63	18						
Trades & Industry								
Power & Auto Tech. 17.0302	145	135						
Bldg. Const. 17.1099	173	99						
Drafting Tech. 17.1300	-	-						
Graphic Arts Tech. 17.1900	-	-						
Metal Proc. & Fabr. Tech. 17.2399	20	23						
	1,490	1,176				(283,882)	(64,263)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Objective: To enable students to develop salable skills through the Cooperative Education Program by co-relating classroom instruction with work experiences.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Cooperative Ed.			Subpart 2-122 Subpart 3-134	(427,847)	(96,236)	(427,847)	(96,236)	Provided Cooperative Vocational Education Program to 991 students in Agriculture, Office, Distributive, Voc., Home Economics, and Industrial occupations. The co-op program managed to maintain its enrollment in spite of a decline in the statewide school enrollment. The Cooperative Distributive Education program was installed at Kahuku and Waiakea High Schools in SY 1980-81. Non-profit private schools were invited to participate in the cooperative program.
Oahu	547	796						
Hawaii	217	161						
Maui	22	13						
Kauai	49	21						
TOTAL	835	991		(427,847)	(96,236)	(427,847)	(96,236)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Objective To enable financially needy vocational students to participate in work study program.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Workstudy			Subpart 2-121 Workstudy Programs	(37,522)	(25,417	(37,522)	(21,448)	Provided funds for workstudy programs to 7 school districts to allocate funds on a priority basis to high schools that served communities where there is high youth employment.
Oahu	228	161						
Hawaii	50	60						
Maui	34	24						
Kauai	30	17						
TOTAL	342	232		(37,522)	(25,417	(37,522)	(21,448)	The total number of students served was 262. This was 89 less than last year, and 80 below the projected total of 342. The reasons for not achieving the projected enrollment was due to increase in hourly rate, and to more students working to the maximum number of hours allowable under the regulations.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To enable students to develop leadership and personal growth and to foster a sense of civic, social and moral responsibilities as members of the community through experiences and activities relating to vocational education organizations.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Voc.-Tech Youth Organizations			Subpart 3-135 Personnel Training					Conducted local, district, and statewide leadership conferences in all three youth organizations.
FFA	535	616		21,000		21,000		
FHA	603	575						FFA: Over 300 members competed in six different contests throughout Hawaii at district and state conferences. The following are achievements or accomplishments of the FFA: Twenty-five members were elevated to the State Farmers Degree; two members were elected to the American Farmers Degree; two members were awarded the Star Bulletin Cash Award of $200 and also the National FFA Foundation Award of $200 each. Three chapters were recognized by the National FFA for outstanding chapter programs: one for Safety and two others for community service activities, and one member was awarded $100 for proficiency in beef cattle from the national convention.
DECA	304	305		20,000		20,000		

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To enable students to develop leadership and personal growth and to foster a sense of civic, social, and moral responsibilities as members of the community through experiences and activities relating to vocational education organization.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Voc.-Tech Youth Organizations								FHA: Coordinated preparation, printing, and dissemination of State FHA newsletters. Developed the FHA Teens Teaching Nutrition Project handbook as an integral part of C&H program. Launched the project in Oahu District. Initiated the building fund for National headquarters and leadership centers at the State Meeting with assistance from National President DECA: Coordinated and conducted statewide DECA competency-based workshop. Eight contestants from Hawaii were recognized and received medals at the 35th Annual National DECA Career Development Conference. Six of the eight contestants achieved minimum competencies in three competitive events and were awarded certificates.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To enable students to develop leadership and personal growth and to foster a sense of civic, social, and moral responsibilities as members of the community through experiences and activities relating to vocational education organizations.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Voc.-Tech Youth Organizations								The Hawaii Business Education Association and the Department of Education, Business Education, co-sponsored the Hawaii Business Student Conference.
	1,442	1,496		41,200		41,200		

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To provide and improve vocational counseling, guidance and placement services.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Guidance & Counseling								Career Kokua, Hawaii's computer-based career information system, has been a useful tool and catalyst in encouraging secondary schools to address the career education needs of their students. The system is administered by the Department of Labor and Industrial Relations. Twenty-eight high schools (out of thirty-eight) and four intermediate schools were using Career Kokua in its manual cardsort or computer terminal mode. Career Kokua compiled data on local occupational information, education and training opportunities and included projections of local occupational needs in its system. The department participated in two Career Resource Center pilot programs at Kaimuki and Waialua High Schools. Both programs achieved the following objectives: (1) Assisted vocational education teachers in improving and expanding

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide

Level and Type of Institution Secondary, Department of Education

Educational Goal To provide and improve vocational counseling, guidance and placement services.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Guidance & Counseling								career exploration and the work experience components in their curriculum, (2) provided students with individual assessment, career counseling, career information, and career exploration activities (i.e., shadowing field trips, mini courses, job placement), (3) provided follow-up counseling services to students and (4) provided consultant services and in-service training to the teaching staff regarding career education. The Career Resource Center programs were judged to be very successful, but students and teachers, in its career education effort.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide (All Counties and State Level) 1980-81

Level and Type of Institution Secondary/Adult, Department of Education

Educational Goal Improve the Consumer and Homemaking programs serving the regular and depressed area students in secondary schools by increasing the number of home projects completed by these students to improve their home, school and community.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Consumer and Homemaking			Subpart 5-150 Consumer and Homemaking		33,166		33,166	The 1980-81 C&H statewide enrollment for grades 9 to 12 was 12,201. The declining enrollment in the secondary schools (5% statewide) and the implementation of the Basic Practical Arts program for the 8th graders have had direct bearings on the FY 81 Consumer and Homemaking program enrollment. Home projects continue to provide demonstrated evidences of pupil competencies developed through the instructional program. Five thousand seven hundred ninety-six (5,796) home projects were conducted by 9 to 12 students throughout the state.
Regular Consumer and Homemaking 09.0101	12,177	10,020			27,014	779,205	25,528	1. Enrolled 3,621 males (30%) in the C&H programs throughout the state. (An increase of 2% over last year's enrollment figures.) 2. Developed the FHA Teens Teaching Nutrition Project handbook as an integral part of C&H program. Launched the project in Oahu District.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Statewide (All Counties and State Level) 1980-81

Level and Type of Institution Secondary/Adult, Department of Education

Educational Goal Improve the Consumer and Homemaking programs serving the regular and depressed area students in secondary schools by increasing the number of home projects completed by these students to improve their home, school and community.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
								3. Continued to equip the Child Development Laboratories and C&H Resource Centers in the state. 4. Provided instructional materials to all C&H teachers to enhance learning experiences in the areas of nutrition education, mainstreaming the exceptional children and parent education. 5. Provided ancillary services including evaluation, curriculum development and inservice teacher education.
Disadvantaged Consumer and Homemaking 09.0101	7,091	2,181			57,775	304,905	55,776	Used more than one-third of the Federal funds allocated under Subpart 5 to supplement Consumer and Homemaking programs in economically depressed areas.
Sub-Total	19,268	12,201			117,955	1,084,110	114,470	
Adult C&H	4,437	4,835			26,000	15,004	21,443	**
State Admin.					55,000	52,697	3,914	
Total	23,705	17,036			198,955	1,151,811	139,827	**

**Includes carryover funds

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

Area Oahu

1980-81

Level and Type of Institution Secondary, Department of Education

Educational Goal Improve the Consumer and Homemaking programs serving the regular and depressed area students in secondary schools by increasing the number of home projects completed by these students to improve their home, school and community.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Consumer and Homemaking			Subpart 5-150 Consumer and Homemaking		(26,900)		(26,201)	1. The 9-12 C&H enrollment for Oahu County was 9,586. 2. Launched the FHA Teens Teaching Nutrition Project as an integral part of C&H program. 3. Provided funds to equip McKinley, Kaimuki, Kalani and Castle's Child Care laboratories. 4. Coordinated inservice workshop on Population Issues and Teaching Strategies for Home Economics teachers. 5. Provided instructional material to 51 teachers in 26 schools. 6. Provided consultative services to 21 secondary C&H programs.
Regular Consumer and Homemaking 09.0101	10,270	7,790			(18,312)	(577,740)	(17,212)	
Disadvantaged Consumer and Homemaking	5,530	1,796			(47,850)	(218,562)	(46,605)	Allocated $47,850 of Subpart 5 funds for C&H programs in economically depressed areas.
Total	15,800	9,586			(93,062)	(796,302)	(90,018)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Hawaii County

Level and Type of Institution Secondary, Department of Education

Educational Goal Improve the Consumer and Homemaking programs serving the regular and depressed area students in secondary schools by increasing the number of home projects completed by these students to improve their home, school and community.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Consumer and Homemaking			Subpart 5-150 Consumer and Homemaking		(4,112)		(3,648)	1. Hawaii County's C&H enrollment for grades 9 to 12 was 1,409.
Regular Consumer and Homemaking 09.0101	676	1,096			(5,092)	(76,639)	(4,741)	2. Provided funds for C&H Resource Center. 3. Provided instructional materials to 11 teachers in 8 schools.
Disadvantaged Consumer and Homemaking 09.0101	1,058	313			(8,425)	(50,056)	(7,857)	Allocated $8,425 of Subpart 5 funds for C&H programs in economically depressed areas.
Total	1,734	1,409			(17,629)	(126,695)	(16,246)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area Maui County

Level and Type of Institution Secondary, Department of Education

Educational Goal Improve the Consumer and Homemaking programs serving the regular and depressed area students in secondary schools by increasing the number of home projects completed by these students to improve their home, school and community.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Consumer and Homemaking			Subpart 5-150 Consumer and Homemaking		(1,474)		(2,322)	1. The Maui County C&H program enrollment for grades 9 to 12 was 861.
Regular Consumer and Homemaking 09.0101	682	789			(2,731)	(67,482)	(2,708)	2. Provided funds to equip Maui's C&H Resource Center. 3. Provided exemplary instructional materials to 9 teachers in 6 schools.
Disadvantaged Consumer and Homemaking 09.0101	474	72			(1,500)	(36,287)	(1,314)	Allocated $1,500 of Subpart 5 funds for C&H programs in economically depressed areas.
Total	1,156	861			(5,705)	(103,769)	(6,344)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area: Kauai County

Level and Type of Institution: Secondary, Department of Education

Educational Goal: Improve the Consumer and Homemaking programs serving the regular and depressed area students in secondary schools by increasing the number of home projects completed by these students to improve their home, school and community.

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Consumer and Homemaking			Subpart 5-150 Consumer and Homemaking		(680)		(995)	1. The C&H enrollment for Kauai County for grades 9 to 12 was 345.
Regular Consumer and Homemaking 09.0101	549	345			(879)	(57,344)	(867)	2. Provided exemplary instructional materials to 4 teachers in 3 schools.
Disadvantaged Consumer and Homemaking 09.0101	29	- - -					- - -	
Total	578	345			(1,559)	(57,344)	(1,862)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

Area State

Level and Type of Institution Adult Education, Department of Education

Educational Goal To increase the number of adults served through the Consumer & Homemaking programs

Program Title and U.S.O.E. Code	Enrollment		Subpart & Legislative Purpose	Allocation		Expended		Narrative: Results Achieved
	Projected	Actual		State	Federal	State	Federal	
Adult Consumer and Homemaking			Subpart 5-150 Consumer and Homemaking					Served 4,481 adults in the C&H program. Slightly over the projected number.
Regular Adult Consumer and Homemaking 09.0101	2,427	2,451				(15,004)		
Disadvantaged Adult Consumer and Homemaking	2,010	2,030			(26,000)		(21,443)	Provided enriching experiences and instructional materials to the immigrant groups and disadvantaged participants in the identified depressed areas. Utilized community agencies to identify adults in need of C&H programs.
Total	4,437	4,481			(26,000)	(15,004)	(21,443)	

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ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
FOR POSTSECONDARY

1980-81
Section 2

STATEWIDE

Program: Administration and Supervision of Vocational Education Programs

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To plan, organize, direct, coordinate, and evaluate vocational education programs, services, and activities in the state.

Objectives:

1. Use an organized and systematic administrative approach that stresses an integrated framework to achieve accountability.
2. Maintain vocational education program management information for the purposes of evaluating and reporting formative and summative outcomes.
3. Establish, maintain, and/or terminate programs on the basis of analysis performed.
4. Encourage attempts to develop new and exemplary programs. Annually review and evaluate these programs to determine whether or not they should be allowed to continue or terminate.
5. Continue to promote and encourage the initiation of experimental, developmental, and pilot programs and courses to provide innovation and revision of existing curriculum.
6. Improve liaison and coordination with other manpower development and training agencies to best deliver vocational education in the state.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

STATEWIDE
Postsecondary/Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION PROGRAMS	2.75 (Personnel)	2.75 (Personnel)	143,292	82,575	143,292	82,575 *184	1. Provided coordination of vocational education programs in in the State relative to planning, reviewing and evaluating selected programs, and responding to requests for reports, information and data. 2. Developed accountability report. Attended local regional and national meetings. Provided office supplies and equipment. Provided student helpers to facilitate administrative function. 3. Modified and improved management information system that provides data to meet federal (VEDS), state and local requirements; included but not limited to personnel services, supplies and equipment. 4. Conducted and prepared a report on services and needs assessment on Handicapped students.

* Carryover FY 1979 funds.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

CC ADMINISTRATION
Postsecondary/Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Energy Technician Feasibility Study	1	1	-	3,000	-	2,800	1. Report to be published in 1982. Difficulty in obtaining data and information in a timely manner.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

CITY AND COUNTY OF HONOLULU

Level and Type of Institution: Postsecondary; University of Hawaii Community Colleges

Educational Goal: To provide quality vocational education to meet the vocational aspirations of individuals which are compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

Objectives:

1. Strive to accomodate all individuals who desire vocational education.
2. Provide instruction that leads to initial jobs, retraining for new jobs and upgrading of skills and knowledge of workers in the field.
3. Operate vocational educational programs, wherever feasible, with flexible schedule including special summer programs to provide maximum ease of entry for prospective students.
4. Emphasize open-ended, continuous education that will develop readiness and a capacity for lifelong learning, relearning, reviewing and updating of occupational knowledge.
5. Provide opportunities, whenever possible, for early admission to high school students who make vocational choices early to pursue their occupational preparation.
6. Use written performance objectives based on analysis of required occupational competencies.
7. Continue to review and revise vocational education and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

CITY AND COUNTY OF HONOLULU 1980-81

Postsecondary; University of Hawaii Community Colleges

Subpart and Legislative Purpose: (includes A.S. degree enrollments only): Subpart 2, Vocational Education Program.

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
SUMMARY			4,581,543	308,917 105,675 *25,167 **2,379	4,581,543	308,917 105,675 *25,167 **2,379	
Number of Programs	40	40					
Enrollment	7,644	9,089					
MARKETING AND DISTRIBUTIVE							1. Instruction provided to meet increased student demand.
Finance Company Workers 04.0400	(5)	(25)	(16,002)	(261)	(16,002)	(261)	
Food Service Managers 04.0700	(288)	(466)	(275,407)	(9,241)	(275,407)	(9,241)	1. Instruction provided to meet increased student demand.
General Merchandising Workers 04.0800	(845)	(646)	(207,873)	(1,204)	(207,873)	(1,204)	1. Decreased instruction due to decreased student demands.
Hotel Workers 04.1100	(390)	(389)	(130,561)		(130,561)		1. Slight decrease in demand for program.
HEALTH							
Medical Laboratory Technicians 07.0203	(25)	(4)	(34,575)		(34,575)		1. Enrollment over projected.
Occupational Therapy Technicians 07.0401	(20)	(21)	(27,425)	(97)	(27,425)	(97)	1. Slight increase in demand for program.

*FY 1980 carryover funds.
**FY 1979 carryover funds.

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CITY AND COUNTY OF HONOLULU
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Radiologic Technologists 07.0501	(55)	(51)	(61,753)	(7,432)	(61,573)	(7,432)	1. Slight decrease in demand for program.
Respiratory Therapists 07.0903	(20)	(18)	(60,790)	(3,784)	(60,790)	(3,784)	1. Slight increase in the demand for program.
Medical Assistants 07.0904	(50)	(54)	(26,177)	(1,051)	(26,177)	(1,051)	1. Slight increase in the demand for program.
OFFICE							
Accounting and Computing Workers 14.0100	(810)	(1,487)	(686,899)	(17,559)	(686,899)	(17,559)	1. Significant increase in demand for programs.
Programmers 12.0203	(343)	(297)	(166,508)		(166,508)		1. Demand did not materialize as projected.
Library Technicians 14.049902	(18)	(32)	(32,129)		(32,129)		1. Student demand for program was unanticipated.
Stenographers, Secretaries and Related 14.0700	(664)	(498)	(643,846)	(20,168)	(643,846)	(20,168)	1. Decrease in student demand for program.
TECHNICAL							
Engineering Technicians 16.0106	(53)	(82)	(26,622)		(26,622)		1. Increased demand by students.
Electronics Technicians 16.0108	(338)	(430)	(132,651)		(132,651)		1. Increased demand by students.

CITY AND COUNTY OF HONOLULU
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Marine Technician 16.0604	(157)	(102)	(47,755)		(47,755)		1. Decreased demand by students.
TRADE & INDUSTRY							
Auto Body Repairer 17.0301	(85)	(72)	(63,429)		(63,429)		1. Overprojected enrollment.
Auto Mechanics 17.0302	(636)	(573)	(259,189)	(21,066)	(259,189)	(21,066)	1. Overprojected enrollment.
Aviation Maintenance Workers 17.0400	(101)	(99)	(81,928)		(81,928)		1. Slight decrease in demand.
Commercial Artists 17.0700	(216)	(284)	(98,913)		(98,913)		1. Significant demand for program.
Carpenters 17.1001	(62)	(77)	(61,092)	(5,570)	(61,092)	(5,570)	1. Increase in demand for program.
Electricians 17.1002	(70)	(104)	(41,401)		(41,401)		1. Significant student demand for program.
Heavy Equipment Operators and Repairers 17.100301	(50)	(58)	(62,175)		(62,175)		1. Slight increase in demand for program.
Drafters 17.1300	(279)	(175)	(132,545)	(3,000)	(132,545)	(3,000)	1. Overprojected enrollment.

CITY AND COUNTY OF HONOLULU
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Graphic Artists 17.1900	(51)	(54)	(52,938)		(52,938)		1. Slight increase in demand for program.
Machine Shop Workers 17.2302	(99)	(105)	(95,805)	(3,630)	(95,805)	(3,630)	1. Slight increase in demand for program.
Sheet Metal Workers 17.2305	(20)	(35)	(54,112)		(54,112)		1. Increased demand for program.
Welders 17.2306	(110)	(103)	(128,435)		(128,435)		1. Slight decrease in demand for program.
Cosmetologists 17.2602	(163)	(147)	(65,519)	(9,375)	(65,519)	(9,375)	1. Overprojection of enrollment.
Fire Fighters 17.2801	(200)	(145)	(27,519)		(27,519)		1. Decrease in demand for program.
Law Enforcement Officers 17.280201	(222)	(199)	(61,705)		(61,705)		1. Increase in demand for program.
Social Justice Workers 17.280202	(5)	(9)	***		***		1. Slight decrease in demand for program.
Recreational Workers 17.289901	(123)	(121)	(91,356)	(634)	(91,356)	(634)	1. Slight decrease in demand for program.
Legal Assistants 17.289902	(100)	(99)	(89,179)		(89,179)		1. Slight decrease in demand for program.
Occupational Safety and Health Inspectors 17. 289903	(90)	(98)	(40,269)		(40,269)		1. Slight decrease in demand for program.

*** Cost data included with Human Services Workers

CITY AND COUNTY OF HONOLULU
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Human Services Workers 17.289904	(345)	(376)	(101,126)		(101,126)		1. Increase in demand for program.
Commercial Bakers 17.2901	(45)	(32)	(49,654)		(49,654)		1. Decrease in demand for program.
Cooks and Chefs 17.2902	(110)	(99)	(88,190)	(1,603)	(88,190)	(1,603)	1. Decrease in demand for program.
Refrigeration and Air Conditioning Workers 17.3000	(116)	(122)	(57,003)		(57,003)		1. Increase in demand for program.
Apparel and Fabric Workers 17.3300	(110)	(121)	(57,282)		(57,282)		1. Increase in demand for program.
COURSES ONLY							
Agriculture 01.0100	(-)	(64)	(19,929)		(19,929)		1. Provided courses to meet student demands.
Business Analysis Statistics 07.9900	(-)	(99)	(707)		(707)		
Health Fdn. 07.9900A		(56)	(45,251)		(5,185)		

CITY AND COUNTY OF HONOLULU
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
General Business 14.0300	(155)	(171)	(128)		(128)		
Business Law 14.0300A		(93)	(23,104)		(23,104)		
Industrial Ed. 17.9900		(181)	(9,424)		(9,424)		
Blueprint Reading 17.990002		(516)	(45,263)		(45,263)		

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

COUNTY OF HAWAII

Level and Type of Institution: Postsecondary; University of Hawaii Hilo

Educational Goal: To provide quality vocational education to meet the vocational aspirations of individuals which are compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

Objectives:

1. Strive to accomodate all individuals who desire vocational education.
2. Provide instruction that leads to initial jobs, retraining for new jobs and upgrading of skills and knowledge of workers in the field.
3. Operate vocational educational programs, wherever feasible, with flexible schedule including special summer programs to provide maximum ease of entry for prospective students.
4. Emphasize open-ended, continuous education that will develop readiness and a capacity for lifelong learning, relearning, reviewing and updating of occupational knowledge.
5. Provide opportunities, whenever possible, for early admission to high school students who make vocational choices early to pursue their occupational preparation.
6. Use written performance objectives based on analysis of required occupational competencies.
7. Continue to review and revise vocational education and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

COUNTY OF HAWAII — 1980-81
Postsecondary; University of Hawaii Hilo — Section 2
Subpart & Legislature Purpose: Subpart 2 - Vocational Education Programs & Courses

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
SUMMARY							
Number of Programs	18	18	1,266,167	27,462	1,266,167	27,462	
Enrollment	857	1,152		36,649		36,649	
				*76,492		*76,492	
AGRICULTURE							
Agriculture Production Workers 01.0100	(60)	(70)	65,291	11,381	65,291	11,381	1. Decreased planned level of instructional program student demand lower than projected.
DISTRIBUTIVE							
General Merchandising Workers 04.0800	(91)	(114)	13,510	--	13,510	--	1. Decreased planned level of instructional program; student demand lower than projected.
HEALTH							
Nurses--Associate Degree 07.0301	(34)	(40)	**170,799	613	**170,799	613	1. Decreased planned level of instructional program; demand lower than projected.
OFFICE							
Accounting and Computing Workers 14.0100	(121)	(173)	**249,775	--	**249,775	--	1. Decreased planned level of instructional program; demand lower than projected.

*FY 1980 carryover funds
**includes allocation and expenditures for practical nurses, accounting, and computing workers and general business.

COUNTY OF HAWAII
Postsecondary; University of Hawaii Hilo
Subpart & Legislature Purpose: Subpart 2 - Vocational Education Programs & Courses

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Stenography, Secretarial and Related 14.0700	(104)	(105)	102,816	3,016	102,816	3,016	1. Continued planned level of instructional program;
TECHNICAL							
Electronics Technician 16.0108	(34)	(27)	49,837	68	49,837	68	1. Extended planned level of instructional program to accomodate increased student demand.
TRADES AND INDUSTRY							
Auto Body Repairers 17.0301	(38)	(34)	45,648	437	45,648	437	1. Decreased planned level of instructional program, student demand lower than projected.
Auto Mechanics 17.0302	(39)	(35)	67,121		67,121		1. Decreased planned level of instructional program.
Carpenters 17.1001	(32)	(33)	61,735	853	61,735	853	1. Attained planned level of instructional program.
Electricians 17.1002	(28)	(40)	48,469		48,469		1. Increased planned level of instructional program; student demand lower than projected

COUNTY OF HAWAII
Postsecondary; University of Hawaii Hilo
Subpart & Legislature Purpose: Subpart 2 - Vocational Education Programs & Courses

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Diesel Mechanics 17.1200	(33)	(28)	46,670	1,340	46,670	1,340	1. Increased planned level of instructional program.
Drafters 17.1300	(28)	(28)	56,015	259	56,015	259	1. Continued planned level of instruction program.
Machine Shop Workers 17.2302	(26)	(24)	86,112	14,000	86,112	14,000	1. Decreased planned level of instructional program; student demand lower than projected.
Welders 17.2306	(30)	(27)	49,755	2,914	49,755	2,914	1. Increased planned level of instructional program.
Firefighters 17.2801	(15)	(28)	5,040		5,040		1. Decreased planned level of instructional program; demand lower than projected.
Law Enforcement Officers 17.2802A	(58)	(54)	27,862		27,862		1. Extended planned level of instructional program; student demand higher than projected.

COUNTY OF HAWAII
Postsecondary; University of Hawaii Hilo
Subpart & Legislature Purpose: Subpart 2 - Vocational Education Programs & Courses

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Cooks and Chefs 17.2902	(43)	(40)	52,548	1,768	52,548	1,768	1. Extended planned level of instructional program; student demand higher than projected.
Apparel & Fabric Workers 17.300	(43)	(38)	14,895		14,895		
COURSES ONLY							
Home Economics 17.3001	--	(16)	79		79		1. Provided course to meet student demands.
Vocational 17.99003	--	(60)	26,755		26,755		1. Provided learning experiences for pre-vocational education majors.
Blueprint Reading 17.99002	--	(138)	25,435		25,435		1. Provided supportive learning experiences for vocational technical education majors.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

COUNTY OF KAUAI

Level and Type of Institution: Postsecondary; University of Hawaii Community Colleges

Educational Goal: To provide quality vocational education to meet the vocational aspirations of individuals which are compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

Objectives:

1. Strive to accomodate all individuals who desire vocational education.
2. Provide instruction that leads to initial jobs, retraining for new jobs and upgrading of skills and knowledge of workers in the field.
3. Operate vocational educational programs, wherever feasible, with flexible schedule including special summer programs to provide maximum ease of entry for prospective students.
4. Emphasize open-ended, continuous education that will develop readiness and a capacity for lifelong learning, relearning, reviewing and updating of occupational knowledge.
5. Provide opportunities, whenever possible, for early admission to high school students who make vocational choices early to pursue their occupational preparation.
6. Use written performance objectives based on analysis of required occupational competencies.
7. Continue to review and revise vocational education and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

COUNTY OF KAUAI
Postsecondary; University of Hawaii Community Colleges Subpart 2, Vocational Education Program

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
SUMMARY							
Number of Programs	13	13	584,271	8,729	584,271	8,729	
Enrollment	329	528					
DISTRIBUTIVE							
General Merchandising Workers 04.0800	(-)	(62)	(39,908)	(2,691)	(39,908)	(2,691)	1. Provided to meet student demands.
HEALTH							
Nursing 07.0301	(24)	(18)	(81,660)		(81,660)		1. Decrease student demand.
OFFICE							
Accounting and Computing Workers 14.0100	(85)	(93)	(92,781)	(1,734)	(92,781)	(1,734)	1. Expanded program to meet student demands.
Filing, Office Machine, Clerical Workers 14.0300	(40)	(58)	*		*		1. Expanded to meet student demands.
Stenography, Secretarial, and Related 14.0700	(40)	(46)	(83,121)		(83,121)		1. Slight increase in student demand.

*Cost data included with Stenography, Secretarial and related.

COUNTY OF KAUAI
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
TRADES AND INDUSTRY							
Auto Body Repairers 17.0301	(25)	(7)	(37,523)		(37,523)		1. Decrease student demand.
Auto Mechanics 17.0302	(40)	(39)	(94,378)		(94,378)		1. Slight decrease in student demand.
Carpenters 17.1001	(15)	(18)	(61,318)		(61,318)		1. Slight increase in student demand.
Drafters 16.1300	(-)	(2)	(6,308)		(6,308)		1. Decreased student demand due to depressed economy.
Welders 16.2306	(0)	(5)	(32,521)		(32,521)		1. Instruction provided to meet student demand.
Fire Fighters 17.2801	(15)	(12)	(315)		(315)		1. Slight decrease in student demand.
Law Enforcement Officers 17.2802A	(15)	(-)	(2,867)		(2,867)		1. Student demand did not materialize.
Construction Technology 17.990003	(30)	(1)					1. Student demand did not materialize.
COURSES ONLY							
Electricians 17.1002	(-)	(82)	(26,851)	(4,304)	(26,851)	(4,304)	
Machine Shop Workers 17.2302	(-)	(85)	(24,720)		(24,720)		

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

COUNTY OF MAUI

Level and Type of Institution: Postsecondary; University of Hawaii Community Colleges

Educational Goal: To provide quality vocational education to meet the vocational aspirations of individuals which are compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

Objectives:

1. Strive to accomodate all individuals who desire vocational education.
2. Provide instruction that leads to initial jobs, retraining for new jobs and upgrading of skills and knowledge of workers in the field.
3. Operate vocational educational programs, wherever feasible, with flexible schedule including special summer programs to provide maximum ease of entry for prospective students.
4. Emphasize open-ended, continuous education that will develop readiness and a capacity for lifelong learning, relearning, reviewing and updating of occupational knowledge.
5. Provide opportunities, whenever possible, for early admission to high school students who make vocational choices early to pursue their occupational preparation.
6. Use written performance objectives based on analysis of required occupational competencies.
7. Continue to review and revise vocational education and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

COUNTY OF MAUI
Postsecondary; University of Hawaii Community Colleges, Subpart 2, Vocational Education Program

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
SUMMARY							
Number of Programs	15	15	736,135	18,570 *1,764	736,135	18,570 *1,764	
Enrollment	786	817					
AGRICULTURE							
Ornamental Horticulture Workers 01.0500	(60)	(48)	(47,016)		(47,016)		1. Decrease in student demand; overprojection.
DISTRIBUTIVE							
General Merchandising Workers 04.0800	(40)	(30)	(39,121)		(39,121)		1. Decrease in student demand; overprojection.
Hotel Workers 04.1100	(80)	(75)	**(93,237)		(93,237)		1. Decrease in student demand; overprojection.
HEALTH							
Nursing 07.0301	(44)	(82)	(112,378)		(112,378)		1. Significant decrease in student demand.
OFFICE							
Accounting and Computing Workers 14.0100	(92)	(93)	(17,756)		(17,756)		1. Student demands met.

*FY 1980 carryover funds

**Cost data includes Business Program

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COUNTY OF MAUI
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Filing, Office Machine, Clerical Workers 14.0300	(72)	(67)	*		*		1: Overestimation in projections.
Stenographer, Secretarial and Related 14.0700	(51)	(39)	(110,952)		(110,952)		1. Overestimation of student demands.
TRADES AND INDUSTRY							
Auto Body Repairers 17.0301	(24)	(22)	(30,198)		(30,198)		1. Slight decrease in student demands.
Auto Mechanics 17.0302	(48)	(42)	(56,293)	(18,570)	(56,293)	(18,570)	1. Slight decreases in student demands.
Carpenters 17.1001	(27)	(19)	(58,393)		(58,393)		1. Decrease in student demands due to economic conditions.
Drafters 17.1300	(-)	(22)	(30,526)		(30,526)		1. Implemented to meet student demands.
Law Enforcement Officers 17.2802A	(40)	(45)	(21,397)		(21,397)		1. Slight increase in student demands.
Human Services Workers 17.2899I	(55)	(56)	(17,516)		(17,516)		1. Student demand was met.

*Cost data included with Stenographer, Secretarial and Related

COUNTY OF MAUI
Postsecondary; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
Cooks and Chefs 17.2902	(43)	(54)	(70,180)		(70,180)		1. Significant increase in student demand due to economic reasons.
Apparel and Fabric Workers 17.3300	(20)	(10)	(17,563)		(17,563)		1. Decreased interest on students' part.
COURSES ONLY							
Occupational Safety & Health 17.2899	(70)	(94)	(886)		(886)		1. Significant increase in student demand.
Blueprint Reading 17.99002	(20)	(19)	(12,723)		(12,723)		1. Student demand was met.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

CITY AND COUNTY OF HONOLULU

Level and Type of Institution: Adult; University of Hawaii Community Colleges

Educational Goal: To provide quality vocational education which are compatible with societal needs to meet the vocational aspirations of individuals, to enable adults to upgrade their knowledge and skills, achieve long-range personal and occupational goals and develop intellectual as well as vocational interests and skills.

Objectives:

1. Strive to accommodate all students who desire vocational education.
2. Operate vocational education programs, wherever feasible with flexible schedules and on year round basis during both day and evening hours to provide maximum ease of entry for the prospective students.
3. Provide vocational education instructions for initial jobs, retraining for new jobs, and upgrading of skills and knowledge of workers in the field.
4. Provide vocational education courses and/or programs designed to develop specialized skills and knowledge.
5. Use written performance objectives that are based on analyses of required occupational competencies.
6. Review and revise vocational education curricula and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Subpart 2

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other*	Cert.	Other*	State	Federal	State	Federal	
SUMMARY					295,354		295,354		
Number of Programs	56	56	56	56	**231,659	**85,132	**231,659	**85,132	
Enrollment	1,896	3,527	2,063	3,069					
AGRICULTURE									
Ornamental Horticulture Workers 01.0500	(10)	(-)	(-)	(-)	(19,929)	(6,275)	(19,929)	(6,275)	1. No demand for program.
DISTRIBUTIVE									
Financial Company Workers 04.0400	(15)	(-)	(1)	(-)					1. Overprojection need did not materialize as anticipated.
Food Service Managers 04.0700	(-)	(40)	(-)	(-)					1. Decrease in student demand.
General Merchandising Workers 04.0800	(100)	(-)	(56)	(-)					1. Decrease in student demand.
HEALTH									
Dental Assistants 07.0101	(23)	(-)	(17)	(-)	(44,949)	(1,002)	(44,949)	(1,002)	1. Overprojection need did not materialize as anticipated.

*Other includes apprentices and short-term upgrading courses.

**Cost data for most certificate programs included with postsecondary program. Cost data for apprenticeship and work upgrading available only as totals; program breakdown not on data file.

CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other*	Cert.	Other*	State	Federal	State	Federal	
Licensed Practical Nurses 07.0302	(79)	(40)	(184)	(-)	(186,710)	(3,834)	(186,710)	(3,834)	1. Increase in student demand.
Nurses' Aide 07.0303	(30)	(-)	(49)	(-)					1. Slight underprojection of student demand.
Mental Health Attendants 07.0899	(-)	(60)	(-)	(-)					1. Instruction provided to meet student need.
OFFICE									
Accounting and Computing Workers 14.0100	(95)	(-)	(176)	(-)					1. Increased demand for program.
Data Processing Workers 14.0201	(46)	(-)	(69)	(-)					1. Increased demand for program.
Filing, Office Machines, Clerical Workers 14.0300	(405)	(-)	(240)	(-)					1. Decrease demand for program.
Finance Company Workers 04.0400	(-)	(-)	(1)	(-)					1. Demand for program has declined.
Library Technology 14.0499B	(4)	(-)	(3)	(-)					1. Slight decrease in demand.
Stenographer, Secretarial and Related 14.0700	(127)	(-)	(234)	(-)					1. Increased demand for program.

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CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other*	Cert.	Other*	State	Federal	State	Federal	
TECHNICAL									
Engineering Tech. 16.01060	(-)	(-)	(-)	(-)					1. No demand for program.
Electronics Tech. 16.0108	(-)	(165)	(-)	(-)					1. No demand for program.
Marine Technology 16.0604	(28)	(-)	(5)	(-)					1. Slight demand for program.
TRADES AND INDUSTRY									
Auto Body and Repair 17.0301	(30)	(-)	(34)	(-)					1. Slight increase in student demand.
Auto Mechanics 17.0302	(171)	(60)	(231)	(14)	(43,766)	(5,884)	(43,766)	(5,884)	1. Significant demand for program.
Aviation Workers 17.0400	(11)	(-)	(16)	(-)					1. Enrollment in program constant.
Carpenters 17.1001	(15)	(450)	(22)	(333)					1. Increase in student demand.
Electricians 17.1002	(15)	(380)	(15)	(104)					1. No demand for program in "other" category.
Operating Engineers 17.1003A	(-)	(140)	(-)	(48)					1. No demand for program.

CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other*	Cert.	Other*	State	Federal	State	Federal	
Heavy Equipment Operators and Repairers 17.1003B	(15)	(15)	(11)	(16)					1. Slight decrease in student demand.
Masons 17.1004	(-)	(140)	(-)	(116)					1. Need did not materialize as had been anticipated.
Painters, Decorators, Caulkers and Weather Proofers 17.1005	(-)	(170)	(-)	(87)					1. Need did not materialize as had been anticipated.
Plasterers 17.1006	(-)	(30)	(-)	(25)					1. Need did not materialize as had been anticipated.
Plumbers and Pipe-fitters 17.1007	(30)	(175)	(-)	(98)					1. Need did not materialize as had been anticipated.
Drywall Installers, Lathers and Tapers 17.1008	(-)	(62)	(-)	(114)					1. Demand exceeded anticipated enrollment.
Glaziers 17.1009	(-)	(83)	(-)	(37)					1. Need did not materialize as had been anticipated.
Roofers 17.1010	(-)	(33)	(-)	(34)					1. Projected needs materialized.
Cement Finishers 17.1099A	(-)	(35)	(-)	(5)					1. Need did not materialize as had been anticipated.

CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other*	Cert.	Other*	State	Federal	State	Federal	
Floorlayers 17.109901	(-)	(50)	(-)	(20)					1. Demand did not materialize as anticipated.
Iron Workers-- Structural/ Fabrication 17.109903	(-)	(160)	(-)	(148)					2. Demand did not materialize as anticipated.
Iron Workers-- Reinforcing Steel 17.109904	(-)	(40)	(-)	(17)					1. Demand did not materialize as anticipated.
Asbestos Workers 17.109905	(-)	(17)	(-)	(19)					1. Slight increase in student demand for program.
Drafters 17.1300	(39)	(-)	(26)	(-)					1. Slight decrease in student demand for program.
Graphic Artists 17.1900	(9)	(20)	(13)	(-)					1. Slight increase for program.
Interpreting for the Deaf 17.209905	(9)	(-)	(9)	(-)					1. Enrollment in program as anticipated.
Machine Shop Workers 17.2302	(28)	(13)	(33)	(8)					1. Slight increase in student demand for program.

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CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other *	Cert.	Other*	State	Federal	State	Federal	
Sheetmetal Workers 17.2305	(15)	(185)	(4)	(66)					1. Student demand did not materialize as anticipated.
Welders 17.2306	(41)	(195)	(48)	(-)					1. No demand for program.
Cosmetologists 17.2602	(46)	(-)	(50)	(-)					1. No demand for program.
Firefighters 17.2801	(20)	(-)	(9)	(-)					1. No demand for program.
Correctional/Social Justice Workers 17.280202	(25)	(-)	(69)	(-)					1. Underprojection of student demand.
Occupational Safety and Health 17.2899H	(10)	(110)	(11)	(-)					1. No demand for program.
Human Services 17.2899I	(70)	(-)	(86)	(-)					1. No demand for program.
Recreation Workers 17.289901	(22)	(-)	(1)	(-)					1. No demand for program.
Commercial Bakers 17.2901	(25)	(20)	(21)	(-)					1. No demand for program.
Cooks and Chefs 17.2902	(206)	(150)	(211)	(48)					1. "Other" demand did not materialize as had been anticipated.
Meatcutters 17.2903	(-)	(8)	(-)	(-)					1. No demand for program.
Dining Room Workers 17.2904	(38)	(20)	(26)	(-)					1. No demand for program.

CITY AND COUNTY OF HONOLULU
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
Refrigeration and Air Conditioning Workers 17.3000	(20)	(24)	(21)	(56)					1. Student demands remained constant.
Apparel and Fabric Workers 17.3300	(24)	(-)	(22)	(60)					1. Slight decrease in student demand.
Woodworkers 17.3600	(-)	(25)	(-)	(-)					1. No demand for program.
Marine Pipefitter 17.2302	(-)	(-)	(39)	(-)					1. No demand for program by "other".
Applied Trades Workers 17.99001	(-)	(412)	(-)	(474)					1. Increase in demand for program.
Non-Credit Programs Designed to Meet One-time Needs:									
CATV Technology				(153)					1. Instructional services provided to meet one-time special student needs.
Job Experience Program				(469)					
Kalihi Palama Education Center				(395)					
Executive Housekeepers Career Upgrading				(34)					
City & County Water Supply				(69)					

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

COUNTY OF HAWAII

Level and Type of Institution: Adult; University of Hawaii Hilo

Educational Goal: To provide quality vocational education which are compatible with societal needs to meet the vocational aspirations of individuals, to enable adults to upgrade their knowledge and skills, achieve long range personal and occupational goals and develop intellectual as well as vocational interests and skills.

Objectives:

1. Strive to accommodate all students who desire vocational education.
2. Operate vocational education programs, wherever feasible with flexible schedules and on year round basis during both day and evening hours to provide maximum ease of entry for the prospective students.
3. Provide vocational education courses and/or programs designed to develop specialized skills and knowledge.
4. Provide vocational education courses and/or programs designed to develop specialized skills and knowledge.
5. Use written performance objectives that are based on analyses of required occupational competencies.
6. Review and revise vocational education curricula and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

COUNTY OF HAWAII
Adult; University of Hawaii Hilo
Subpart and Legislative Purpose: Subpart 2 - Vocational Education Programs

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
SUMMARY									
Number of Programs	28	28	28	28	*36,976	*23,622	*36,976	*23,700	
Enrollment	187	731	252	736					
DISTRIBUTIVE									
Recreation and Tourism Workers 04.1800	(-)	(36)	(-)	(26)					1. "Other" increased demand did not materialize as projected.
General Merchandising Workers 04.0800	(4)	(-)	(18)	(-)					1. Increased planned level of instruction; demand higher than projected.

* Cost data for certificate programs included with postsecondary programs.

COUNTY OF HAWAII
Adult; University of Hawaii Hilo

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
HEALTH									
Nurses Associate Degree 07.030100	(-)	(-)	(-)	(10)					1. "Other provided instruction to meet student demand.
Practical Nurses 07.0302	(22)	(-)	(27)	(-)					1. Increased planned level of instructional program; student demand higher than projected.
Other Health (First Aid, CPR) 07.9900	(-)	(50)	(-)	(-)					1. Demand for program did not materialize.
OFFICE									
Accounting and Computing Workers 14.0100	(14)	(-)	(19)	(-)					1. Increased planned level of instructional program.
Filing, Office Machines, Clerical Workers 14.0300	(93)	(-)	(114)	(-)					1. Extended planned level of instructional program to accommodate increased student demand.
Stenographers, Secretaries, and Related 14.0700	(5)	(-)	(8)	(-)					1. Extended planned level of instructional program to accommodate increased student demand.

COUNTY OF HAWAII
Adult; University of Hawaii Hilo

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
TRADES AND INDUSTRY									
Agriculture Production Workers 01.0100	(2)	(1)	(5)	(16)					1. Extended planned level of instructional program, "other" demand increased beyond expectation.
Carpenters 17.1001	(4)	(90)	(2)	(62)					1. Reduced planned level of instructional program; "other" demand lower than projected.
Auto Body Repair 17.0301	(2)	(-)	(4)	(-)					1. Extended planned level of instructional programs.
Auto Mechanics 17.0302	(3)	(10)	(7)	(1)					1. Increased planned level of instruction; "other" demand did not materialize.
Diesel Mechanics 17.1200	(4)	(-)	(9)	(-)					1. Extended planned level of instructional program; "other" demand did not materialize.
Cooks and Chefs 17.2902	(4)	(-)	(6)	(-)					1. Extended planned level of instructional program.
Apparel and Fabric Workers 17.3300	(22)	(-)	(23)	(-)					1. Attained planned level of instructional program.

COUNTY OF HAWAII
Adult; University of Hawaii Hilo

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
Operating Engineers 17.100302	(-)	(23)	(-)	(52)					1. Extended planned level of instructional program; "other" demand increased beyond expectation.
Truckers 17.100303	(-)	(210)	(-)	(401)					1. Increased demand higher than anticipated.
Masons 17.1004	(-)	(15)	(-)	(38)					1. Increased demand higher than anticipated.
Painters, Decorators, Plasterers, Caulkers and Weather Proofers 17.1005	(-)	(8)	(-)	(-)					1. "Other" demand did not materialize as projected.
Plumbers and Pipefitters 17.1007	(-)	(17)	(-)	(-)					1. Demand did not materialize.
Electricians 17.100200	(4)	(24)	(1)	(111)					1. Demand increased beyond expectation.
Machine Shop Technology 17.2302	(-)	(-)	(4)	(-)					1. Instruction provided to meet student demand.
Welding and Sheet Metal 17.2306	(-)	(-)	(5)	(-)					1. Instruction provided to meet student demand.

COUNTY OF HAWAII
Adult; University of Hawaii Hilo

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
Sheetmetal Workers 17.2305	(-)	(7)	(-)	(6)					1. Slight decrease in demand for "other".
Toolroom Mechanic 17.230200	(-)	(-)	(-)	(1)					1. Instruction provided to meet student demand.
Welders 17.2306	(4)	(40)	(-)	(9)					1. Instructional program not demanded by students; "other" demand did not materialize as anticipated.
OTHER									
Combined Trades 17.9900	(-)	(140)	(-)	(-)					1. "Other" demand did not materialize as anticipated.
Occupational Safety and Health 17.289903	(-)	(60)	(-)	(3)					1. "Other" demand did not materialize as anticipated.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

COUNTY OF KAUAI

Level and Type of Institution: Adult; University of Hawaii Community Colleges

Educational Goal: To provide quality vocational education which are compatible with societal needs to meet the vocational aspirations of individuals, to enable adults to upgrade their knowledge and skills, achieve long-range personal and occupational goals and develop intellectual as well as vocational interests and skills.

Objectives:

1. Strive to accommodate all students who desire vocational education.
2. Operate vocational education programs, wherever feasible with flexible schedules and on year round basis during both day and evening hours to provide maximum ease of entry for the prospective students.
3. Provide vocational education instructions for initial jobs, retraining for new jobs, and upgrading of skills and knowledge of workers in the field.
4. Provide vocational education courses and/or programs designed to develop specialized skills and knowledge.
5. Use written performance objectives that are based on analyses of required occupational competencies.
6. Review and revise vocational education curricula and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

COUNTY OF KAUAI
Adult: University of Hawaii Community Colleges
Subpart and Legislative Purpose: Subpart 2 Adult Program

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual		State	Federal	State	Federal	
	Cert.	Other	Cert.	Other					
SUMMARY						7,040		7,040	
Number of Programs	12	12	12	12	*88,938	* 202	*88,938	* 202	
Enrollment	246	90	154	1					
DISTRIBUTIVE									
General Merchandising Workers 04.0800	(60)	(-)	(11)	(-)					1. Projected enrollment did not materialize.
HEALTH									
Practical Nurses 07.0302	(24)	(-)	(16)	(-)					1. Projected enrollment did not materialize.
OFFICE									
Accounting & Computing Workers 14.0100	(25)	(-)	(21)	(-)					1. Projected enrollment did not materialize.
Filing, Office Machine, Clerical Workers 14.0300	(25)	(-)	(26)	(-)					1. Instruction provided to meet student demand.

153 *Cost data for apprenticeship work upgrading available only as a total; program breakdown not on file.

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COUNTY OF KAUAI
Adult: University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
Stenographers, Secretaries, & Related 14.0700	(30)	(-)	(2)	(-)					1. Projected enrollment did not materialize.
TRADES & INDUSTRY									
Auto Body Repairers 17.0301	(7)	(-)	(19)	(-)					1. Enrollment exceeded projections.
Auto Mechanics 17.0302	(30)	(-)	(34)	(-)					1. Enrollment exceeded projections.
Carpenters 17.1001	(30)	(60)	(19)	(1)					1. Projected enrollment did not materialize.
Electricians 17.1002	(-)	(20)	(-)	(-)					1. Projected enrollment did not materialize.
Plumbing & Pipefitters 17.1007	(-)	(10)	(-)	(-)					1. Projected enrollment did not materialize.
Welders 17.2306	(-)	(-)	(5)	(-)					1. Instruction provided to meet student needs.
Construction Technology 17.990003	(15)	(-)	(1)	(-)					1. Projected enrollment did not materialize.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81
Section 2

COUNTY OF MAUI

Level and Type of Institution: Adult; University of Hawaii Community Colleges

Educational Goal: To provide quality vocational education which are compatible with societal needs to meet the vocational aspirations of individuals, to enable adults to upgrade their knowledge and skills, achieve long-range personal and occupational goals and develop intellectual as well as vocational interests and skills.

Objectives:

1. Strive to accommodate all students who desire vocational education.
2. Operate vocational education programs, wherever feasible with flexible schedules and on year round basis during both day and evening hours to provide maximum ease of entry for the prospective students.
3. Provide vocational education instructions for initial jobs, retraining for new jobs, and upgrading of skills and knowledge of workers in the field.
4. Provide vocational education courses and/or programs designed to develop specialized skills and knowledge.
5. Use written performance objectives that are based on analyses of required occupational competencies.
6. Review and revise vocational education curricula and other materials to insure that such materials do not reflect stereotypes based on sex.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

COUNTY OF MAUI
Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Subpart 2, Vocational Education Program

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
SUMMARY					33,160	483	33,160	483	
Number of Programs	26	26	26	26	*36,056	18,570	*36,056	18,570	
Enrollment	251	583	237	488					
AGRICULTURE									
Ornamental Horticulture Workers 01.0500	(12)	(-)	(4)	(1)					1. Student demand did not materialize.
DISTRIBUTIVE									
General Merchandising Workers 04.0800	(3)	(-)	(6)	(-)					1. Increased student demand.
Hotel Workers 04.1100	(11)	(-)	(11)	(-)					1. Student demand remained constant.
HEALTH									
Practical Nurses 07.0302	(22)	(-)	(28)	(-)					1. Slight increase in student demand.
Nurses' Aide 07.0303	(10)	(-)	(43)	(-)					1. Slight increase in student demand.
Other Health (First Aid, CPR) 07.9900	(-)	(200)	(-)	(166)					1. Decrease in student demand.

*Cost data for most certificate programs included with postsecondary programs. Cost data for apprenticeship and work upgrading available only as totals: program breakdown not on data file.

COUNTY OF MAUI
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
OFFICE									
Accounting and Computing Workers 14.0100	(10)	(-)	(12)	(-)					1. Slight increase in student demand.
Filing, Office Machine, Clerical Workers 14.0300	(16)	(-)	(16)	(-)					1. Student demand remained constant.
Stenographers, Secretaries, and Related 14.0700	(7)	(-)	(7)	(-)					1. Student enrollment remained the same.
TRADES AND INDUSTRY									
Auto Body Repairers 17.0301	(11)	(-)	(7)	(-)					1. Decrease in student demand.
Auto Mechanics 17.0302	(20)	(-)	(24)	(-)		(18,570)		(18,570)	1. Slight increase in student demand.
Carpenters 17.1001	(15)	(135)	(16)	(118)					1. Decrease in demand in "other" category.
Electricians 17.1002	(-)	(50)	(-)	(15)					1. Decrease in demand for electricians.
Operating Engineers 17.1003A	(-)	(15)	(-)	(20)					1. Slight increase in student demand.

COUNTY OF MAUI
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment Projected Cert.	Enrollment Projected Other	Enrollment Actual Cert.	Enrollment Actual Other	Allocation State	Allocation Federal	Expended State	Expended Federal	Narrative: Results Achieved
Masons 17.1004	(-)	(80)	(-)	(55)					1. Decrease in demand for this type of worker.
Painters, Decorators, Caulkers and Weather Proofers 17.1005	(-)	(15)	(-)	(19)					1. Slight increase in manpower demands.
Plumbers and Pipefitters 17.1007	(-)	(15)	(-)	(9)					1. Decrease in manpower demands.
Glaziers 17.1009	(-)	(15)	(-)	(18)					1. Slight increase in manpower needs.
Ironworkers -- Reinforcing Steel 17.109904	(-)	(15)	(-)	(7)					1. Decrease in manpower needs.
Drafters 17.1300	(29)	(-)	(6)	(1)					1.Decrease in student demand.
Sheetmetal Workers 17.2305	(-)	(13)	(-)	(19)					1. Slight increase in manpower needs.
Welders 17.2306	(16)	(30)	(15)	(-)	(6,332)		(6,332)		1. No demand for welders in "other" category.
Industrial and Bldg. Maintenance Workers 17.109909	(16)	(-)	(19)	(-)	(29,724)		(29,724)		1. No demand for manpower in "other" category.
Human Services Workers 17.289904	(15)	(-)	(7)	(-)					1. No demand for manpower in "other" demand.

COUNTY OF MAUI
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
Cooks and Chefs 17.2902	(11)	(-)	(11)	(2)					1. No change in manpower needs.
Apparel and Fabric Workers 17.3300	(2)	(-)	(5)	(1)					1. Slight increase for instruction by students.
Law Enforcement Tech. 17.280201	(25)	(-)	(-)	(37)					1. Significant interest by students in "other".

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Cooperative Vocational Education

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To provide interested students with the opportunity to engage in cooperative vocational education experiences to the maximum extent possible with public and private employers so that they are able to develop vocational skills in their occupational field of interest.

Objectives:

1. Arrange and provide job placement services to the students in vocational education programs with cooperating employers who do not discriminate on basis of sex.

2. Provide students with support and follow-up services so that work experiences lead to development of vocational skills and knowledge.

3. Provide job placement services to vocational education program early leavers and completors whenever possible.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

STATEWIDE
Postsecondary/Adult; University of Hawaii Community Colleges 1980-81
Subpart and Legislature Purpose: Cooperative Vocational Education, Subpart 2

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
COOPERATIVE VOCATIONAL EDUCATION	1,265	970	170,682	151,930	170,682	143,270	
County of Hawaii	(200)	(167)	41,307	21,114	41,307	20,245	1. Continued to meet student demands, coordinate activities to local job stations, placement of students and follow-up of activities.
City and County of Honolulu	(915)	(673)	108,838	88,188	108,838	85,156	
County of Kauai	(50)	(38)		22,378		20,534	2. Provide instructional and office supplies and materials.
County of Maui	(100)	(92)	20,537	20,250	20,537	17,335	3. Developed and disseminated program information to interested persons.
							4. Provide mileage to coordinators for job station development and follow-up evaluation.
							5. Place special needs students who are handicapped, displaced homemakers, and limited English speaking students.
							6. Promote development of new job station.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Disadvantaged

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To provide vocational skills and support services to disadvantaged individuals so that they may succeed in postsecondary and adult vocational education programs or obtain employment at entry level.

Objectives:

1. Provide special vocational education programs and support services designed for disadvantaged individuals with academic deficiencies so that they may become successful program completors and/or may obtain employment.

2. Provide resident inmates in state correctional institutions with occupational and academic instruction that will assist with their reintegration into society.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

STATEWIDE
Postsecondary/Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Subpart 2 Disadvantaged

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
DISADVANTAGED PROGRAM	3,082	3,850	192,411	217,289 *10,056	190,522	222,003 *15,155	
County of Hawaii	(225)	(225)	36,976	33,019 *4,434	35,087	29,049 *8,621	1. Provided developmental courses in communications and computation.
City and County of Honolulu	(1,970)	(2,697)	98,480	166,278 *4,461	98,480	175,605 *5,373	2. Provided lecturers and peer counseling to assist disadvantaged students to work toward their educational goals.
County of Kauai	(300)	(349)		3,907 *1,161		3,461 *1,161	3. Provided personnel to manage and operate special math, reading, and writing laboratories.
County of Maui	(495)	(483)	9,876	14,085	9,876	13,888	4. Provided support service personnel.
Hoomana School	(92)	(96)	47,079		47,079		

*FY 1980 carryover funds.

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ACCOUNTABILITY REPORT; FISCAL AND PERFORMANCE DATA

EMPLOYMENT TRAINING OFFICE 1980-81
Postsecondary/Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Subpart 2 Disadvantaged

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
DISADVANTAGED PROGRAM	*4,594	*4,463		**1,992,290		**1,549,964	1. Provided skill training in a variety of occupational training, e.g., auto mechanics, office training, and auto body repair and painting.

*Totals not included in statewide summary.

**Funded through other Federal sources. Totals not included in statewide summary.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81
Section 2

STATEWIDE: EMPLOYMENT TRAINING OFFICE
Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Subpart 2 Disadvantaged

Program Title and USOE Code	Enrollment Projected Cert.	Enrollment Projected Other	Enrollment Actual Cert.	Enrollment Actual Other	Allocation State	Allocation Federal	Expended State	Expended Federal	Narrative: Results Achieved
SUMMARY									
Number of Programs		22		22		*1,992,290		*1,549,964	
Enrollment		*4,594		*4,463					
DISTRIBUTIVE									
Hotel Workers 04.1100		60		57		21,364		16,083	1. Slight overprojection in student enrollment.
Practical Nursing 07.0302		48		50		133,759		129,137	1. Slight overprojection in student enrollment.
Pre-Licensed Practical Nurse		50		28		5,455		4,819	1. Overprojection of student enrollment.
Nurses Aide 07.0303		12		12		4,492		4,399	1. Program met student demand.
Other Health Workers 07.9900 (EMS)		450		481		193,563		105,232	1. Slight underprojection of student demand.
OFFICE									
Filing, Office Machine, Clerical Workers 14.030		384		379		494,608		394,304	1. Student demand over-projected.

*Totals not included in statewide summary.

STATEWIDE: EMPLOYMENT TRAINING OFFICE
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment Projected Cert.	Enrollment Projected Other	Enrollment Actual Cert.	Enrollment Actual Other	Allocation State	Allocation Federal	Expended State	Expended Federal	Narrative: Results Achieved
TRADES & INDUSTRY									
Masons 17.1004		30		50		31,406		20,803	1. Underprojection of student demand.
Cooks and Chefs 17.2902		139		145		*203,502		*186,711	1. Underprojection of student demand.
Other Trades & Industrial Occup. 17.9900		178		186		*365,281		*300,657	1. Underprojection of student demand.
MISCELLANEOUS									
Pre-Employment Training		40		41		15,036		8,881	1. Program met student demands.
Drivers, Bus		800		778		74,132		37,487	1. Slight overprojection of student demand.
Motorcycle Safety		400		223		47,080		20,398	1. Low enrollment due to late start.
School Bus Aide		80		91		2,587		2,046	1. Underprojection of student demand.
Traffic Engineering		80		75		32,934		31,088	1. Slight overprojection of student demand.
Traffic Investigation		148		142		77,211		58,868	1. Slight overprojection of student demand.

*Department of Education budget allocation and expended figures included in Office category.

STATEWIDE: EMPLOYMENT TRAINING OFFICE
Adult; University of Hawaii Community Colleges

Program Title and USOE Code	Enrollment				Allocation		Expended		Narrative: Results Achieved
	Projected		Actual						
	Cert.	Other	Cert.	Other	State	Federal	State	Federal	
MILITARY									
Auto Body Repair		45		50		119,518		119,518	1. Military student demands were met.
Auto Mechanic		120		129					
Electronics		175		170					
Police Science		160		153					
Welders		150		159					
Other Credit Courses		125		123					
Maintenance Training		920		941		170,362		109,533	1. Slight under projection of student demands.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Handicapped

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To provide vocational skills and support services to handicapped individuals so that they may succeed in postsecondary and adult vocational education programs or obtain employment at entry level.

Objectives:

1. Provide special vocational education programs and support services designed for individuals with physical, emotional, mental, and other handicaps where enrollment in regular vocational education programs are not appropriate.

2. Provide support services and activities to equalize educational opportunity and treatment, where appropriate, to handicapped students so that they may be mainstreamed into regular vocational education classrooms and programs.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

STATEWIDE
Post Secondary/Adult; University of Hawaii Community Colleges
Sub-part & Legislative Purpose Subpart 2, Handicapped

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
HANDICAPPED PROGRAM	470	682	190	139,553 *8,236	190	134,585 *9,294	
County of Hawaii	(75)	(49)		(16,074) (*4,118)		(16,083) (*4,177)	1. Continued to meet needs of students with physical, emotional and mental handicaps.
City and County of Honolulu	(275)	(424)	(190)	(110,211) (*4,118)	(190)	(107,743) (*5,117)	2. Provide tutors, mobility aides, interpreters, readers, notetakers, etc., as needed.
County of Kauai	(55)	(39)		(4,165)		(4,119)	3. Promoted outreach activities to inform public as to availability of programs, services and activities.
County of Maui	(65)	(170)		(9,103)		(6,640)	4. Provide special instructional equipment, materials and supplies.
							5. Continued to provide special food service programs at Kapiolani Community College.
							6. Assisted students to adjust to college environment and help in determining vocational programs.

*FY 1980 Carryover funds

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Limited English-Speaking Ability

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To assist persons with limited English-speaking ability so that they may succeed in postsecondary and adult vocational education or obtain employment at entry level.

Objective: Provide instruction, counseling, and other support services to persons of limited English-speaking ability in order that they may be able to succeed in developing and acquiring vocational skills and knowledge.

STATEWIDE
CITY AND COUNTY OF HONOLULU

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

Postsecondary/Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Limited English Speaking Ability Program, Subpart 2

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
LIMITED ENGLISH SPEAKING ABILITY PROGRAM	304	674	32,746	21,892	32,746	21,543	
City and County of Honolulu	(304)	(593)	(32,746)	(15,874)	(32,746)	(15,093)	1. Extended program and services to students with limited English speaking ability.
County of Kauai	(-)	(53)		(1,970)		(1,970)	
County of Maui	(-)	(28)		(4,480)		(4,480)	2. Assessed students English language proficiency and referred students to the appropriate English as a second language course.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Displaced Homemakers

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To provide vocational skills and support services to displaced homemakers and other special groups so that they succeed in postsecondary and adult vocational education programs or obtain employment at entry levels.

Objectives:

1. Provide counseling and other support services for (1) displaced homemakers, (2) single heads of households, (3) homemakers seeking full-time employment, and (4) persons desiring employment in positions which have not traditionally been occupied by persons of their sex.
2. Provide career awareness programs, counseling, and educational and training opportunities to individuals desiring employment in non-traditional occupations.
3. Provide job placement services to displaced homemakers and other special groups.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

STATEWIDE
Postsecondary/Adult; University of Hawaii Community Colleges
Subpart & Legislature Purpose: Subpart 2 - Displaced Homemakers & other special groups

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
DISPLACED HOMEMAKER	397	240	22,323	8,108	22,323	7,273	1. Conducted needs assessment of persons who can be categorized as displaced homemaker.
County of Hawaii	(90)	(78)		(1,345)		(1,345)	2. Provided special courses, workshops and placement services to interested persons.
City and County of Honolulu	(200)	(48)	(22,323)	(2,664)	(22,323)	(2,664)	3. Provided outreach activities to displaced homemakers and other special groups.
County of Kauai	(52)	(55)	-	(1,116)	-	(1,116)	4. Provided counseling and testing services to interested individuals in this special group.
County of Maui	(55)	(59)	-	(2,148)	-	(2,148)	

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Guidance and Counseling

Level and Type of Institution: Postsecondary and Adult; University of Hawaii Community Colleges

Educational Goal: To provide guidance, counseling, and other support services at appropriate times and places to persons seeking educational and career oriented opportunities.

Objective: To provide vocational guidance and counseling services and activities that promote vocational awareness, placement and growth.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

STATEWIDE
Postsecondary/Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Guidance and Counseling Program, Subpart 3

Program Title and USOE Code	Enrollment		Allocation		Expended		Narrative: Results Achieved
	Projected	Actual	State	Federal	State	Federal	
GUIDANCE & COUNSELING			74,768	107,485	52,431	106,239	
HANDICAPPED	6,530	7,190	190	9,402		8,197	
DISADVANTAGED			30,697	28,921		25,731	
				*4,118		*4,118	
County of Hawaii	(300)	(424)					1. Provided support services to students enrolled in vocational education programs.
Guidance & Couns.			21,000	16,486	21,000	15,899	
Handicapped				1,648		1,573	
Disadvantaged				5,416		5,171	
				*4,118		*4,118	2. Provided job placement services to program leavers and completors.
City & County of Honolulu	(4,930)	(5,250)					
Guidance & Couns.			22,337	58,538		60,264	3. Recruited disadvantaged students into vocational programs through outreach efforts.
Handicapped			190	3,907		2,767	
Disadvantaged			30,697	12,839		11,007	
County of Kauai	(550)	(814)					4. Provided tutors and peer counselors.
Guidance & Couns.			31,431	18,466	31,431	16,822	
Handicapped				1,847		1,901	
Disadvantaged				6,068		5,251	
County of Maui	(750)	(702)					
Guidance & Counse.				13,995		13,254	
Handicapped				2,000		1,956	
Disadvantaged				4,598		4,302	

*FY 1980-81 carryover funds.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA

1980-81

STATEWIDE

Program: Personnel Training; Subpart 3

Level and Type of Institution: Postsecondary and Adult: University of Hawaii Community Colleges

Educational Goal: To provide individuals with opportunities for professional growth that leads to improvement of the quality of instruction, guidance, counseling, supervision, and administration and to overcoming of sex bias and sex stereotyping in vocational education programs, services, and activities.

Objectives:

1. Provide appropriate training programs for instructional, administrative, and support staff personnel.

2. Encourage all personnel to participate in workshops and training sessions to improve delivery of vocational education.

3. Ensure that all personnel are competent in their respective areas of responsibility by providing them with opportunities to develop competencies in their respective areas.

ACCOUNTABILITY REPORT: FISCAL AND PERFORMANCE DATA
1980-81

STATEWIDE
Postsecondary/Adult; University of Hawaii Community Colleges
Subpart and Legislative Purpose: Personnel Training; Subpart 3

Program Title and USOE Code	Outcome FY 1981	Activity	Budget	
			Federal	State
Personnel Training	322 individuals	1. Provided workshop on Mainstreaming: Personalizing Vocational Instruction for the Disabled Students. 2. Provided workshop on Competency-Based Modules in Instruction and Support Services and Activities. 3. Provided workshops in the following discipline or program: Auto Body Repair and Painting, Electricial, Carpentry, Nursing, Speech and Communication, Computer Sciences/ Computer-Based Education, Natural and Physical Sciences, Business and Secretarial Sciences, English and Writing, Arts and Humanities, Hospitality, Social Sciences, Mathematics, Learning Resource Centers, Heavy Equipment Maintenance and Repair, Diesel Mechanics Program, Distributive Education, Secretarial Sciences, and Office Occupations Program.	$9,568	

Section 3

PROGRAM EVALUATION

Introduction

Generally speaking, there are two basic types of evaluation used in education: formative and summative. In formative evaluation, an attempt is made to give immediate feedback to the practitioner in order that the program under scrutiny may be continuously improved. In education, this involves an examination of such considerations as instructional style and teaching technique. In Hawaii, such responsibilities are considered the purview of line administrators assigned to each school and campus.

On the other hand, summative evaluation seeks to determine if a program, when treated as an intervention variable, makes any positive difference in the lives of the target population. In order to do this, the program elements, as they relate to the objectives broadly discussed in the federal regulations, must be described. Then some conclusions in terms of progress towards expressed outcomes must be derived using available descriptive and inferential data as well as systematic observation. Unfortunately, very little inferential data exist in vocational education. Educational evaluators would feel far more comfortable if they were privy to pre- and post-test data generated from valid and reliable instruments capable of measuring vocational skills and would be reassured if they had access to some sort of mechanism for inferential and/or comparative analyses. Bereft of the mechanism to measure differential performance, evaluators must rely on available descriptive statistics, interrogatives with practitioners, observations derived from on-site visitations, and the results of independently conducted survey research.

In Hawaii, both major agencies monitor all programs on a regularly scheduled basis. However, this monitoring does not always provide the specific types of information relating to national priorities. The State Board has sought to make

use of the existing data collection process to serve many of its evaluation needs and has tried to avoid imposing another data collection responsibility directly on those involved in the classroom. The primary focus of the State Board's evaluation activities has been to supplement the existing information gathering process of the agencies in such a way as to obtain data which are useful for assessing progress made towards the realization of national goals. The State Board has also sought to use this supplemental monitoring to gain a third party view of what is actually happening in the schools and colleges. However, in accordance with the State Master Plan for Vocational Education in Hawaii, the agencies still bear the primary responsibility for the collection of data that bear on an assessment of the effectiveness of instruction.

Methodology: Secondary

The Occupational Development Section of the Department of Education conducts on-site visitations of every program at every school each year. As there are 38 regular public high schools in the State, this process takes up to six months to complete. The team is composed of several program specialists who are familiar with one or more of the various occupational training options. As part of the visitations, interviews with each of the staff members and administrators are conducted. During these interviews and tours of the classrooms and workshop areas, checklists are completed. The checklists for Pre-Industrial Preparation (PIP), Introduction to Vocations (IV), and Occupational Skills (OS) are all different and focus on instructional delivery and curriculum development. The program specialists also make recommendations and commendations on the checklist forms. These records are reviewed prior to the subsequent year's visitation.

On approximately 20 percent of the scheduled visitations, the team is accompanied by the evaluation specialist from the Office of the State Director for Vocational Education. He monitors the data collection process and solicits

supplemental information regarding priorities specified in the federal legislation. An independent report on the schools and programs he visits is filed with the State Director for Vocational Education who shares this information with the State Board as appropriate.

Follow-Up and Uses of the Results of Evaluation: Secondary

Feedback is provided to the first level administrator, school principal, and district administrator at the conclusion of the on-site visitations.

The brevity of the visitations does not allow for analysis in depth. However, because these visits are annual, a good linear profile of the progress of each program can be obtained. The resulting reports by the DOE staffers are used to make program modifications and changes. On the basis of the information gathered, programs have been initiated, modified, and in some cases terminated. In 1981 a PIP program in metals technology was discontinued and the federally purchased equipment transferred to other areas because the related instruction component was not being properly implemented. At another high school a PIP program for food service was endorsed by the principal because of student interest.

Methodology: Postsecondary

The community colleges use a different approach for evaluation which they feel is appropriate for postsecondary training programs. Instead of conducting an annual examination of each program, they perform an in-depth analysis of the various offerings once every five years. The programs slated for review are required to conduct a self-study and identify relevant descriptive and statistical information for review. The "Program Review Guide" specifies that such things as enrollment data, course completion ratios, cost-per-unit of instruction information and placement rates be included. The resulting reports are reviewed extensively at all administrative levels. It is not uncommon for these reports to be returned to the program staff members for clarification, amplification, and and/or additional documentation.

The program review guidelines are primarily addressed to instruction effectiveness. The priorities in the federal law are not specifically covered. As a consequence, supplementary information regarding these concerns must be obtained. To do this the evaluation specialist from the Community Colleges Chancellor's Office, the State Advisory Council on Vocational Education, and the Office of the State Director for Vocational Education make on-site visitations to programs that have completed their self-studies. Supplemental information to that provided in the program reviews is obtained. Information on sex equity, the handicapped, the disadvantaged and persons with limited English-speaking ability is also gathered. A summary report is prepared for the State Director for Vocational Edcation by his evaluation specialist.

Follow-Up and Uses of the Results of Evaluation: Postsecondary

Where significant discrepancies are identified between that which was planned and that which actually took place, information about the problem is referred to the appropriate Provost's and/or Chancellor's attention.

Program Structure: Secondary

The Department of Education organizes its programs under three curriculum rubrics. As previously mentioned, these are Pre-Industrial Preparation, Introduction to Vocations, and Occupational Skills.

The Pre-Industrial Preparation Program is designed for students with the innate ability to learn and successfully function in a skilled occupation but who, for one reason or another, are underachieving and/or inadequately motivated. The program is specifically designed to meet the needs of the academically disadvantaged. Students are given an intensive exposure to a particular technical occupational skill. Many are concurrently enrolled in special courses in language arts and math/science which are designed to compliment the vocational courses. For instance, if a

student's technical specialization is automotive technology, his language arts course stresses the vocabulary necessary to successfully function in that profession. In a similar manner his mathematics course might emphasize measurement techniques required for a brake overhaul. The emphasis is and has been on the acquisition of basic academic skills related to a vocational goal. There appears to be a correlation between academic and economic disadvantaged characteristics.

The emphasis of the Introduction to Vocations Program is directed at preoccupational training, career exploration, and the mastery of technical skills. This program is designed to appeal to students with varying abilities, interests, and aptitudes as opposed to being geared to a given level of ability or socio-economic status. Some students develop competency levels which are sufficient for immediate job entry on graduation. Others acquire the basic knowledge to facilitate a post-secondary educational experience in the area of occupational skills. Still others learn that they are not particularly well suited to a given occupation which they may have felt was appropriate before being exposed to that particular work environment.

One of the most interesting programs is that described as Occupational Skills. It is designed primarily for those with substantial to severe learning disabilities. Often students suffer from physical disabilities as well. Students are taught basic survival skills and are frequently given the opportunity to work in an actual occupational setting which has been determined to be compatible with their intellectual and physical capabilities. On graduation a remarkable number find employment and begin to generate tax revenue instead of becoming dependent on public resources. Many of these students do not achieve a high school diploma but successfully aspire to a Certificate of Completion option.

Objectives and Projected Outcomes of the Programs: Secondary

A. Pre-Industrial Preparation Program

The objectives of the Pre-Industrial Preparation Program are to:

1) more accurately identify the number of students who are academically disadvantaged,
2) provide and improve programs of study to enable identified such youths to develop salable skills,
3) maintain a high percentage of students making post-test gains on the California Test of Basic Skills,
4) provide support and encouragement to the students who choose to enroll in a postsecondary educational program, and
5) provide equal opportunity and access for persons of both sexes to all vocational program offerings.

The total number of students identified as being disadvantaged and counseled to enroll in the PIP option in FY-81 was 3,159. This was consistent with the participation level that had been anticipated and represented a 42% increase over the previous year. Sixty-eight percent of the students enrolled demonstrated gains on the post-test administration of the California Test of Basic Skills.

The number of students who enrolled in a postsecondary program was 734 out of the 1,034 graduates in the program.

The annual in-service workshop for PIP instructors was held in the summer. The primary purpose of this in-service training was to develop curriculum materials for the related instruction components. Those attending, once again, gave the workshop sponsors high marks in terms of their organization and presentation.

As previously mentioned, all PIP offerings received on-site visitations from the staff of the Occupational Development Section. Besides gathering information for formative evaluation purposes, the staff offered technical assistance to those

implementing the program. A report to the district superintendent on all PIP programs with specific recommendations for program improvement was made in each of the seven administrative districts.

B. Introduction to Vocations

The objectives of the Introduction to Vocations are as follows:

1) to place all students who seek employment on graduation in a skilled position which is related to their particular field of occupational training, and

2) to encourage students to elect to be involved in a postsecondary educational experience.

In the 1980-81 academic year, the number of students served was 18,418. This represented a decrease of 1,758 students from the previous year. Approximately 23 percent or 1,378 of the *graduates* obtained employment. Seventy-one percent or 4,292 of the *graduates* continued their education at postsecondary institutions. The projected enrollment was not reached because of a general decline in enrollment statewide.

C. Occupational Skills Program

The objectives of the Occupational Skills Program are to:

1) increase the effectiveness and precision with which handicapped students are identified and counseled into appropriate occupational training programs, and

2) place graduates with learning handicaps in meaningful jobs.

The number of handicapped youths so identified and counseled into the program at all grade levels was 2,642. The number obtaining employment on graduation was 199 which is approximately that which was intended.

Other Activities Conducted at the Secondary Level

All existing programs which demonstrated merit were supported. Efforts were made to recruit, retain, and in some cases place non-traditional students in programs traditionally associated with one sex. Technical assistance and formative evaluation was provided.

The Introduction to Vocations and Occupational Skills programs are administered in most all high schools in the State. The Pre-Industrial Preparation program is offered at all but three schools.

In-service workshops were held on the islands of Oahu and Hawaii for school administrators, counselors, and instructors.

To provide the necessary, varied kinds of occupational training needed in the regular high schools and four special schools throughout the State, 83 part-time Occupational Skills instructors were utilized for the program. Along with instruction in the various occupational clusters, learning activities emphasizing interpersonal relationships, safety and health standards, work habits, appearance and the attitudes of a responsible and reliable worker. The Behavior Description Scale which measures 12 attitudinal characteristics associated with successful participation in the world of work was used again in 1980-81 as an instructional tool. It has subsequently been reduced to ten scales and simplified.

Secondary Schools Where Programs Were Monitored for Compliance with Federal Requirements in 1980-81

With the close of 1981 it can be reported that all high schools have been visited by the staff evaluation specialist for the State Board for Vocational Education. Many, having attendance areas with demographic characteristics especially targeted as priorities for federal program funds, have been visited two times or more. The schools visited for evaluation purposes in 1981 were:

Pahoa High School (Hawaii)

Waiakea High School (Hawaii)

Farrington High School (Honolulu)

Kalani High School (Honolulu)

Kahuku High School (Honolulu)

Moanalua High School (Honolulu)

Waianae High School (Honolulu)

Waimea High School (Kauai)

Baldwin High School (Maui)

Program Structure: Postsecondary

There are over 70 vocational program offerings in the community colleges operated as part of the University of Hawaii. Related instruction for apprentices and courses for upgrading the skills of those working in the field are also made available at many of these campuses.

There are two basic types of regular programs. Associate of Science degree programs usually require two years of study and completion of approximately 60 units of course work. In some cases, specific sequences may be prescribed. Diagnostic testing often indicates the need for remedial work before entry into a given program.

The Certificate of Achievement programs usually involve only one year of work and completion of about 30 units of work. Less attention is directed at complementary course work in the general education area. Mastery of a specific skill is the basic objective.

There are also Certificate of Completion programs which may require successful completion of as few as 12 units. This approach is usually prescribed for people attending classes as part of an in-service training experience.

All vocational offerings involve classroom work where conceptual topics are addressed and also require some type of laboratory exercise where mastery of "hands-on" applications is emphasized.

Disadvantaged students are served through developmental courses in language arts and mathematics. Handicapped receive special attention through counseling and tutorial services. Those with limited English-speaking ability are counseled into English language classes. Displaced homemakers receive special counseling and the assistance of student helpers.

On-going Objectives and Expected Outcomes of Programs: Postsecondary

The objectives of the A.S. degree programs are to:

Achieve acceptable program completion rates as defined by the Chancellor's office.*

Achieve acceptable placement rates of graduates as defined by the Chancellor's office.*

The objectives of the Certificate of Achievement programs are to:

Achieve acceptable program completion rates as defined by the Chancellor's office.*

Achieve acceptable placement rates of graduates as defined by the Chancellor's office.*

The objectives of Apprenticeship Related Industry are to:

Achieve a 90 percent program completion rate among indentured apprentices.

Achieve a 75 percent rate of on-time completions among those who complete the program.

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* This varies in terms of Chancellor, campus, and program.

Postsecondary Programs Evaluated in 1981-82

This summary represents a brief synopsis of data extracted from program reviews that were scheduled and conducted in the academic year covered by this report. A supplementary evaluation report was also prepared and is on file in the Office of the State Director for Vocational Education. The documents themselves are too copious to reproduce herein. However, they are available for review by anyone having legitimate educational interest.

The programs reviewed in 1980-81 were the following:

(1) Automotive Technology, Kauai Community College
(2) Nursing, Kauai Community College
(3) Welding Technology, Honolulu Community College
(4) Commercial Art, Honolulu Community College
(5) Architectural Drafting, Honolulu Community College
(6) Accounting, Kapiolani Community College
(7) Occupational Therapy, Kapiolani Community College
(8) Radiologic Technology, Kapiolani Community College
(9) Distributive Education, Maui Community College
(10) Food Service, Maui Community College
(11) Hotel Operations, Maui Community College
(12) Welding and Sheet Metal, Hawaii Community College
(13) Automotive Body Repair, Hawaii Community College
(14) Machine Technology, Hawaii Community College

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* Listed in the order in which they were visited.

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF KAUAI
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Automotive Mechanics Technology Program

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to persons 18 years old and high school graduates. b. One of five programs in the State at this level; only program on Kauai. 2. Program requirements: a. AS degree: 60 credit hours. b. Certificate of Achievement: 40 credit hours. 3. Mode of instruction: a. Lecture, demonstration, outside reading, resource speakers, practical manipulative activities. 4. Number of graduates: 1973-1977 a. A S Degree and Certificate of Achievement: 223
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses. b. Student Services Office counsel students concerning career choices and program requirements. c. Students weak in basic skills are counseled and take developmental courses.

Class of Information	Documentation/ Citation	Data/Information
		2. Follow-up services: a. Instructors maintain office hours to advise and counsel students. b. On-going counseling services are provided to all students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Program located in a modern one-story building. 2. Equipment: a. Equipment updated as needed.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocational Education: a. Cooperative Vocational Education is an elective course. 2. Advisory Committee: a. Committee composed of businessmen in related occupations and high school teachers.
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 2
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience.
B. Results of student achievement		
1. Standard occupational publicity measure		

Class of Information	Documentation/ Citation	Data/Information
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students are evaluated on classroom and laboratory performance. b. Programmed learning is offered in certain areas of the instructional program.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Graduate follow-up revealed that 77 of the 86% are working in job related to their training.
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF KAUAI
Level and Type of Institution Postsecondary: University of Hawaii Community Colleges

Program Practical Nursing

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes 1. Quality and availability of instructional offerings	Program Review	1. Availability: a. Open to persons over 18 years old and high school graduates. b. Only program of its kind on Kauai; one of four programs in the state. c. High school biology and general math. d. Evidence of physical and emotional fittness. 2. Program requirements: a. Certificate of Achievement: 36 credit hours. 3. Mode of instruction: a. Lectures and related modes of instruction. b. "On hands" experience in clinical facilities. 4. Number of graduates: 1969-1974 a. Certificate of Achievement: 74 5. Accreditation: a. Hawaii State Board of Nursing.

Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests. b. Students weak in basic skills are counseled to take appropriate courses.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Program located in a one-story modern structure. 2. Equipment: a. Current with industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education: a. N/A
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 2
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience. 2. Current Qualifications of full-time instructors: 2 instructors. a. Instructor 1: B.S.N. plus M.S.N. b. Instructor 2: B.S.N.

Class of Information	Documentation/ Citation	Data/Information
B. Results of student achievement		1. Licensing examination: a. Hawaii State Board of Nursing.
1. Standard occupational publicity measure		
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Lectures; group discussion; individualized instruction; laboratories. b. Clinical experience in health facilities.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 74 b. Number of respondents: 54 1) Employed in area of training: 39 2) Employed in other field: 1 3) Unemployed and not seeking employment: 6 4) Other: 16
2. Wage rates	NA	
3. Duration of employment.	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF OAHU
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Welding Program at Honolulu Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes 1. Quality and availability of instructional offerings	Program Review	1. Availability: a. Open to any high school graduate, or any person 18 years of age or over. b. No academic program prerequisites. 2. Program requirements: a. AS degreee: 60 credit hours. b. Certificate of Achievement: 32 credit hours. 3. Mode of instruction: a. Lectures, demonstrations. b. Live jobs. 4. Number of graduates: 1976-1980 a. A S Degree: 62 credit hours. b. Certificate of Achievement: 48 credit hours. 5. Accreditation: a. None required for program.

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Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests. b. Students weak in basic skills are counseled to take appropriate courses. 2. Follow-up services: a. Instructors maintain office hours to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Equipment: a. Equipment maintains to meet industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education: a. N/A 2. Clinical/internship arrangements: a. N/A
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 4
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience.

Class of Information	Documentation/ Citation	Data/Information
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination: a. None required of graduates.
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students performance are evaluated in the classroom and shop.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: Not available.
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF OAHU
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Commercial Art Program at Honolulu Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to persons over 18 years of age and high school graduates. b. Minimum competencies in basic skills. 2. Program requirements: a. AS degree: 61 credit hours. 3. Mode of instruction: a. Lectures, field trips. b. Laboratory practices. 4. Number of graduates: 1975-1980 a. A S Degree: 72 5. Accreditation: a. None required for program.
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests. b. Students weak in basic skills are counseled to take appropriate courses.

Class of Information	Documentation/ Citation	Data/Information
		2. Follow-up services:
		a. Instructors maintain office hours to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities:
		a. Program housed in a relatively new building.
		2. Equipment:
		a. Maintained to meet industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education:
		a. N/A
		2. Clinical/internship arrangements:
		a. N/A
5. Teacher/pupil ratio		1. Number of instructional personnel:
		a. Full-time instructor: 5
		b. Lecturers teaching: 13 to 53 credit hours/semester.
6. Teacher Qualifications		1. Minimum requirements:
		a. Bachelors degree in area of teaching or 7 years of work experience.
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination:
		a. None required of graduates.

Class of Information	Documentation/ Citation	Data/Information
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assigment: a. Students performance evaluated in the classroom and laboratory.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 72 b. Number of respondents: 38 1) Employed in area of training: 22 2) Employed in other field: 19 3) Other: 9
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF OAHU
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Architectural Drafting at Honolulu Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to persons over 18 years of age and high school graduates. b. Placement test in mathematics and English. 2. Program requirements: a. AS degree: 63 credit hours. b. Certificate of Achievement: 43 credit hours. 3. Mode of instruction: a. Lecturers. b. Laboratory practices. 4. Number of graduates: 1973-1975 a. A S Degree: 33 b. Certificate of Achievement: 2 5. Accreditation: a. None required for program.
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses.

Class of Information	Documentation/ Citation	Data/Information
		b. Student Services Office counsel students concerning career choices and program requirements.
		c. Students weak in basic skills are counseled and take developmental courses.
		2. Follow-up services:
		a. Instructors maintain office hours to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities:
		a. Program housed on the 6th floor of the new Campus Center Building.
		2. Equipment:
		a. Maintained to meet industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education:
		a. None required for program.
		2. Clinical/internship arrangements:
		a. None required for program.
5. Teacher/pupil ratio		1. Number of instructional personnel:
		a. Full-time instructor: 4
6. Teacher Qualifications		1. Minimum requirements:
		a. Bachelors degree in area of teaching or 7 years of work experience.
		2. Current Qualifications of full-time instructors:
		a. Instructor 1: MEd
		b. Instructor 2: MA
		c. Instructor 3: MA
		d. Instructor 4: BS

Class of Information	Documentation/ Citation	Data/Information
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination: a. None required for graduates.
2. Criterion referenced test	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignments: a. Students performance evaluated in the classroom and laboratory.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: 1973-1975 a. Number of graduates: 35 b. Number of respondents: 1. Employed in area of training: 25 2. Employed in other field: 10 3. Unemployed: 14 4. Noncompleters working in field: 15 5. Other: 6
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-1981
PART II

COUNTY OF OAHU
Level and Type of Institution Postsecondary: University of Hawaii Community Colleges

Program Accounting Program at Kapiolani Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to persons over 18 years of age & high school graduates. 2. Program requirements: a. AS degreee: 60 credit hours. b. Certificate of Achievement: 30 credit hours. c. Certificate of Completion: 15 credit hours. 3. Mode of instruction: a. Lecturers. b. Laboratories. 4. Number of graduates: 1975-1980 a. A S Degree: 237 b. Certificate of Achievement & Completion: 121 5. Accreditation: a. N/A

Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests. b. Students weak in basic skills are counseled to take appropriate courses. 2. Follow-up services: a. Instructors maintain office hours to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Program located in a well maintained building. 2. Equipment: a. Equipment current with industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education: a. Practical experience available to majors. b. Student receives credit and a grade for work experience. 2. Clinical/internship arrangements: a. N/A
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 7
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degreee in area of teaching or 7 years of work experience. 2. Current Qualifications of full-time instructors: a. Instructor 1: MBA b. Instructor 2: MEd

Class of Information	Documentation/ Citation	Data/Information
		c. Instructor 3: MA
		d. Instructor 4: MBA
		e. Instructor 5: MA
		f. Instructor 6: MA
		g. Instructor 7: MBA
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination:
		a. None.
2. Criterion referenced tests	NA	
3. Other examinations of student's skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment:
		a. Students performance evaluated in the classroom and laboratory.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey:
		a. No follow-up survey have been conducted.
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF OAHU
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Occupational Therapy Assistant - Kapiolani Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes 1. Quality and availability of instructional offerings	Program Review	1. Availability: a. Open to persons over 18 years old and high school graduates. b. Only program in the state at this level. c. Proficiency in English and Math. d. Satisfactory evidence of good health. 2. Program requirements: a. AS degree: 65 credit hours. 3. Number of major courses and total credit hours: 22 courses and 43 total credit hours. 4. Mode of instruction: a. Lectures, demonstrations, resource speakers, practical manipulative activities. 5. Number of graduates: 1975-1981 a. A S Degree: 52 6. Accreditation: a. American Occupational Therapy Association.

Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests. b. Students weak in basic skills are counseled to take appropriate developmental courses. 2. Follow-up services: a. Instructors maintain office hours to counsel students. b. On-going counseling services are provided to all students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Program located on the Diamond Head campus. b. New building included in Campus Master Plan. 2. Equipment: a. Equipment current with industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education: a. N/A 2. Clinical/internship arrangements: a. Clerical experiences are provided by major health facilities on Oahu.
5. Teacher/pupil ratio		1 Number of instructional personnel: a. Full-time instructor: 2

Class of Information	Documentation/ Citation	Data/Information
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience. 2. Current Qualifications of full-time instructors: 2 instructors. a. Instructor 1: B.S. and Certificate in Occupational Therapy,OTR b. Instructor 2: B.S., OTR
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination: a. Certification examination in occupational therapy assisting is given by the American Occupational Therapy Association.
2. Criterion reference tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students are evaluated in therapy and clinical performance.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 1975-81 = 52 graduates. b. Follow-up revealed that 77% of the total graduate are working in jobs related to their training.

Class of Information	Documentation/ Citation	Data/Information
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF OAHU
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Radiologic Technology Program at Kapiolani Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to high school graduates and other 18 years and over. b. Only program of its kind in the state. 2. Program requirements: a. AS degree: 85 credit hours. 3. Mode of instruction: a. Lectures. b. Laboratory and clinical experience. 4. Number of graduates: 1975-1979 a. A S Degree: 70 5. Accreditation: a. Committee on Allied Health Education and Accreditation of the American Medical Association and by the joint review on Education for Radiologic Technologies.

Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests. b. Students weak in basic skills are counseled to take appropriate courses. 2. Follow-up services: a. Office hours are maintained to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Program housed on the Diamond Head campus. 2. Equipment: a. Updated to meet industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education: a. N/A 2. Clinical/internship arrangements: a. Experiences provided by health facilities.
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 2

Class of Information	Documentation/ Citation	Data/Information
5. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching of 7 years of work experience. 2. Current Qualifications of full-time instructors: 2 instructors. a. Instructor 1: M.S.,M.Ed., R.T. (ARRT) b. Instructor 2: B.S., R.T. (ARRT)
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination: a. Hawaii Board of Radiologic Technology. b. Certification Examination in Radiologic Technology.
2. Criterion referenced tests.	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students performances are evaluated in classroom, laboratory and clerical facilities.
C. Results of student employment success.		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 70 b. Number of respondents: 1) Employed in area of training: 70

Class of Information	Documentation/ Citation	Data/Information
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF MAUI
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Distributive Education Program at Maui Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes 1. Quality and availability of instructional offerings	Program Review	1. Availability: a. Open to person 18 years and older and high school graduates. b. One of seven programs in the University of Hawaii System. 2. Program requirements: a. AS degree: 60 credit hours. b. Certificate of Achievement: 27 credit hours. 3. Mode of instruction: a. Lectures, discussion, case studies, demonstrations, guest speakers and audiovisual presentations. 4. Number of graduates: a. A S degree: 19 b. Certificate of Achievement: 4 5. Accreditation: a. N/A

Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement : a. All students are required to take placement tests and are counseled into appropriate courses. b. Student Services Office counsel students concerning career choices and program requirements. c. Students weak in basic skills are counseled and take developmental courses. 2. Follow-up services: a. Instructors maintain office hours to advise and counsel students. b. On-going counseling services provided to all students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Program located in a one-story building. 2. Equipment: a. Training materials, supplies and equipment are adequate to meet needs of program.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Voca tion Educa tion: a. A requirement of the program. 2. Clinical/internship arrangements: a. N/A
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 1

Class of Information	Documentation/ Citation	Data/Information
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience. 2. Current Qualifications of full-time instructors: 1 instructor. a. Instructor 1: BA in English, Education and Economics and graduate work.
B. Results of student achievement		
1. Standard occupational publicity measure.		1. Licensing examination: a. N/A
2. Criterion referenced tests.	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students are evaluated on classroom and laboratory performance.
C. Results of student employment success		1. Follow-up survey:
1. Rates of employment and unemployment		a. Number of graduates: 23 b. Number of respondents: Informal survey reveals that the majority of graduates are employed in career related jobs.
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF MAUI
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Food Service Program at Maui Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to high school graduates and others 18 years and over. b. One of four programs in the University of Hawaii System. 2. Program requirements: a. AS degree: 63 credit hours. b. Certificate of Achievement: 38 credit hours. 3. Mode of instruction: a. Lectureres, demonstration, laboratories and on-site experiences. 4. Number of graduates: 1975-1980 a. A S Degree: 19 b. Certificate of Achievement: 0 5. Accreditation: a. None required for program.
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses.

Class of Information	Documentation/ Citation	Data/Information
		b. Student Services Office counsel students concerning career choices and program requirements.
		c. Students weak in basic skills are counseled and take developmental courses.
		2. Follow-up services:
		a. Office hours are maintained to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities:
		a. Program housed on second floor--plans are underway to expand facilities.
		2. Equipment:
		a. Current with industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education:
		a. Required of all food service majors, students placed in local hotels, restaurants and other food service businesses.
5. Teacher/pupil ratio		1. Number of instructional personnel:
		a. Full-time instructor: 2
		b. Lecturers teaching: 1.2 to ____ credit hours/semester.
6. Teacher Qualifications		1. Minimum requirements:
		a. Bachelors degree in area of teaching or 7 years of work experience.
		2. Current Qualifications of full-time instructors:
		a. Instructor 1: B.B.A.-T.I.M., University of Hawaii
		b. Instructor 2: B.S., Iowa State, R.D.
		c. Instructor 3: B.A., University of Hawaii, A.O.S. Culinary Institute of America.

Class of Information	Documentation/ Citation	Data/Information
B. Results of student achievement		1. Licensing examination:
		a. None required of graduates.
1. Standard occupational publicity measure		
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignments:
		a. Students are evaluated on classroom and laboratory performance.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey:
		a. Number of graduates: 19
		b. Number of respondents: 94
		1) Employed in area of training: 61
		2) Employed in other field: 33
		3) No response: 12
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980- 1981
PART II

COUNTY OF MAUI
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Hotel Operations Program at Maui Community Colleges

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes 1. Quality and availability of instructional offerings	Program Review	1. Availability: a. Open to high school graduates & others 18 years or older. b. One of two programs in the U.H. System. 2. Program requirements: a. AS degree: 61 credit hours. b. Certificate of Achievement: 37 credit hours 3. Mode of instruction: a. Lectures, laboratory instruction. b. Hands-on training. 4. Number of graduates: 1975-1980 a. AS Degree: 74 b. Certificate of Achievement: 4 5. Accreditation: a. None required for specific program.

Class of Information	Documentation/ Citation	Data/Information
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses. b. Student Services Office counsel students concerning career choices and program requirements. c. Students weak in basic skills are counseled to take developmental courses. 2. Follow-up services: a. Office hours are maintained to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities: a. Adequate to meet program needs. 2. Equipment: a. Lack of contemporary equipment. Equipment is 10 years behind and is not used in industry today.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education : a. Required of all students. b. Job openings in excess of number of students to be placed.
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 1
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience.

Class of Information	Documentation/ Citation	Data/Information
		2. Current Qualifications of full-time instructors: a. Instructor 1: B.A., A.A
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination: a. None required of graduate.
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully	NA	1. Teacher made exams and assignment. a. Students performance evaluated in classroom, laboratory practice & on-site experience.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 78 b. Number of respondents: 50 1) Employed in area of training: 50 2) Other: Unknown

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF HAWAII
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Welding and Sheetmetal Program at Hawaii Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to any high school graduate, or any person 18 years of of age or older. 2. Program requirements: a. AS degree: 64 credit hours. b. Certificate of Achievement: 38 credit hours. 3. Mode of instruction: a. Lecture, demonstrations, laboratory,live jobs. 4. Number of graduates: 1967-1980 a. AS degree: 44 credit hours. b. Certificate of Achievement: 15 credit hours. 5. Accreditation: a. N/A
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses. b. Student Services Office counsel students concerning career choices.

Class of Information	Documentation/ Citation	Data/Information
		c. Students weak in basic skills are counseled and take developmental courses. 2. Follow-up services: a. Instructors maintain office hours to advise and counsel students. b. On-going counseling services are provided to all students.
3. Capacity Condition of Facilities and Equipment		1. Facilities: a. Program housed in an old building; plans include the transfer of program to the Hilo campus. 2. Equipment: a. Old but still appropriate for training students.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education: a. Integral part of proposal.
5. Teacher/pupil ratio		1. Number of instructional personnel: a. Full-time instructor: 2
6. Teacher Qualifications		1. Minimum requirements: a. Bachelors degree in area of teaching or 7 years of work experience. 2. Current Qualifications of full time instructors: 2 instructors. a. Instructor 1: B.Ed; Certificate Hawaii Technical School b. Instructor 2: Certificate Hawaii Technical School; working toward bachelor's degree.

Class of Information	Documentation/ Citation	Data/Information
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination: a. None required of graduates.
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Student evaluations are by classroom and laboratory performances.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 59 b. Number of respondents: 38 1) Employed in area of training: 16 2) Employed in other fields: 10 3) Unemployed but seeking employment: 2 4) Unemployed and not seeking employment: 6 5) Other: 9

Class of Information	Documentation/ Citation	Data/Information
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF HAWAII
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Auto Body Repair and Painting at Hawaii Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to high school graduates and other 18 years or older. b. One of four programs in the University of Hawaii System. 2. Program requirements: a. AS Degree: 62 credit hours. b. Certificate of Achievement: 42 credit hours. 3. Mode of instruction: a. Lecturers, demonstrations, live jobs 4. Number of graduates: 1976-1980 a. AS Degree: 37 b. Certificate of Achievement: 27 5. Accreditation: a. None required for program.
2. Guidance, Counseling and Placement, and Follow-up Services		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses.

Class of Information	Documentation/ Citation	Data/Information
		b. Student Services Office counsel students concerning career choices and program requirements.
		c. Students weak in basic skills are counseled and take developmental courses.
		2. Follow-up services:
		a. Office hours are maintained to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities:
		a. Adequate in meeting program needs.
		2. Equipment:
		a. Adequate in meeting industry's standards.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education:
		a. None required for program.
5. Teacher/pupil ratio		1. Number of instructional personnel:
		a. Full-time instructor: 2
6. Teacher Qualifications		1. Minimum requirements:
		a. Bachelors degree in area of teaching or 7 years of work experience.
		2. Current Qualifications of full-time instructors:
		a. Instructors 1 and 2 are working toward Bachelor of Education degrees.
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination:
		a. None required of graduates.

Class of Information	Documentation/ Citation	Data/Information
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students performance evaluated in classroom, laboratory and live job experiences.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 64 b. Number of respondents: Data incompleted.
2. Wage rates	NA	1) Employed in area of training: 28
3. Duration of employment	NA	
4. Employer satisfaction	NA	

ACCOUNTABILITY REPORT EVALUATION
1980-81
PART II

COUNTY OF HAWAII
Level and Type of Institution Postsecondary; University of Hawaii Community Colleges

Program Machine Technology Program at Hawaii Community College

Class of Information	Documentation/ Citation	Data/Information
A. Planning and Operational Processes	Program Review	
1. Quality and availability of instructional offerings		1. Availability: a. Open to high school graduates and others 18 years or older. b. One of two programs in the University of Hawaii system. 2. Program requirements: a. AS degree: 64 credit hours. b. Certificate of Achievement: 44 credit hours. 3. Mode of instruction: a. Lectures, lecture demonstrations, laboratory practice. 4. Number of graduates: 1974-1980 a. A S Degree and Certificate of Achievement: 67 5. Accreditation: a. None required of program.
2. Guidance, Counseling and Placement, and Follow-up Servcies		1. Guidance, Counseling and Placement: a. All students are required to take placement tests and are counseled into appropriate courses. b. Student Servcies Office counsel students concerning career choices and program requirements. c. Students weak in basic skills are counseled and take developmental courses.

Class of Information	Documentation/ Citation	Data/Information
		2. Follow-up services:
		a. Office hours are maintained to counsel students.
3. Capacity and Condition of Facilities and Equipment		1. Facilities:
		a. Adequate to meet program needs.
		2. Equipment:
		a. Old but adequate for training of students.
4. Employer Participation in Cooperative Program of Vocational Education		1. Cooperative Vocation Education:
		a. Elective course offered during the fourth semester of the two-year curriculum.
5. Teacher/pupil ratio		1. Number of instructional personnel:
		a. Full-time instructor: 1
		b. Lecturers teaching: 1
6. Teacher Qualifications		1. Minimum requirements:
		a. Bachelors degree in area of teaching or 7 years of work experience.
		2. Current Qualifications of full-time instructors:
		a. Instructor 1: B. Ed.
B. Results of student achievement		
1. Standard occupational publicity measure		1. Licensing examination:
		a. None required of graduates.

Class of Information	Documentation/ Citation	Data/Information
2. Criterion referenced tests	NA	
3. Other examinations of students' skills, knowledge, attitude, and readiness for entering employment successfully		1. Teacher made exams and assignment: a. Students performance evaluated in classroom and laboratory.
C. Results of student employment success		
1. Rates of employment and unemployment		1. Follow-up survey: a. Number of graduates: 67 b. Number of respondents: 101 1) Employed in area of training: 32 2) Employed in other field: 24 3) Other: 11
2. Wage rates	NA	
3. Duration of employment	NA	
4. Employer satisfaction	NA	

Section 4

THE RESULTS OF ADDITIONAL SERVICES FOR SPECIAL POPULATIONS

During the 1980-81 academic year, the Department of Education and the University of Hawaii continued to sustain their efforts to provide supplementary services to special groups targeted for attention in federal legislation. What follows is a brief summary of those efforts. It is accompanied by a table which provides descriptive statistics.

Women

The number of women served in vocational education programs in Hawaii continues to increase at both the secondary and postsecondary levels. All schools and community colleges provided equal access and open door policies and were encouraged to enroll females in programs non-traditional to their sex. Special projects to encourage this enrollment and to reduce vocational stereotyping were also conducted. In addition, all community colleges offered special programs for displaced homemakers or women in transition.

Members of Minority Groups

The state of Hawaii has a greater diversity of minority groups than perhaps any other state. The immigrants that now constitute the population of the state came from Polynesia, Micronesia, North America, Asia, Europe, and even Africa. Both the Department of Education and the University have attempted to compensate for variances in learning styles which, in some cases, are associated with different cultural heritages. A highly relevant program of bilingual education is pursued at the secondary level. One result of special efforts made by vocational educators was an extremely high retention rate in the secondary schools and a high "going-rate" which benefited the community colleges.

Handicapped Students

The Department of Education continues to make use of the succesful Occupational Skills training program to meet the needs of special education students. The program featured an integrated curriculum with particular emphasis placed on the acquisition of salable work skills and some on-the-job training in off-campus locations.

The Department of Education also provided special services in the areas of counseling, learning tools, and physical amenities for students with physical handicaps.

The University of Hawaii community colleges provided peer counseling, tutorial services and special equipment for handicapped students. The special equipment included wheelchairs, braille typewriters, and tape recorders. Special services also included interpreters, and transportation. For those with learning disabilities, developmental education courses in language arts and mathematics were provided.

The handicapped in both the secondary and postsecondary achieved acceptable completion rates in the view of most school and campus administrators. One of the areas consistently covered during the on-site visitations involved services for the handicapped.

Two campuses of the University of Hawaii community college system used Strengthening Developing Institutional Program (SDIP) grants to develop and implement programs for the handicapped.

Among the services now offered on a regular basis at one or more of the campuses are the following:

Komo Mai: A special needs program providing peer counseling and tutoring by students. Komo Mai provides a resource center where braille tape recorders, talking books, a braille writer, phone boosters, and study aids are also available.

Summer Orientation for Vocational Education Students with Special Needs: Counseling, basic skills upgrading, career exploration, and self-development opportunities offered in preparation for normal semester schedule are offered by this program.

Orientation Programs for Hearing-Impaired Students: This service provides a special opportunity to upgrade communication and study skills, become oriented to campus life and career possibilities. In addition, a series of workshops were held in the summer of 1981 again for community college personnel. The purpose of these workshops was to teach instructors and other staff how to assist the handicapped to function in the postsecondary environment.

Disadvantaged Students

The Department of Education used the Pre-Industrial Preparation (PIP) program to meet the needs of students identified as academically disadvantaged. The program focused on special skills training and involved an integrated curriculum. Language arts and math instruction were oriented towards problems or situations involving the specific vocation being targeted.

The University of Hawaii Community Colleges provided special peer counseling, tutorial services, and the resources of special learning assistance centers to meet the needs of disadvantaged students. They also provided developmental education programs in the areas of language arts and mathematics.

Research findings at one community college campus showed academically disadvantaged students in developmental education programs were more likely to succeed than those of a similar background who were not enrolled in this curriculum.

Persons of Limited English-Speaking Ability

The Department of Education through diagnostic testing and teacher referrals attempted to identify students with limited English-speaking ability. These students were given special tutorial help in the area of language arts. Vocational instructors

were also advised to provide special assistance to these students. One high school, which is the recipient of a large number of immigrants, operates a special program for this target group.

The University of Hawaii Community Colleges provided English as a Second Language (ESL) courses. Referral to such courses is made by counselors and the instructional staff.

The State of Hawaii has an excellent record of assimilating peoples from other areas of the United States and foreign countries. This is no doubt due, in part, to the special efforts of educators at both the secondary and postsecondary levels.

TABLE 2

SPECIAL POPULATIONS SERVED THROUGH VOCATIONAL EDUCATION
104.402 (d)

Population	DOE			UHCC		
	FY 81			FY 81		
	Part A	Part B	Total	Part A	Part B	Total
Women	11,975	10,276	22,251	5,900	176	6,076
American Indian	29	30	59	25	6	31
Black	105	180	285	155	10	165
Asian or Pacific Islander	15,818	12,117	27,935	9,755	1,762	11,517
Hispanic	349	451	800	611	211	822
White	3,632	3,559	7,191	1,825	330	2,155
Mixed	NA	NA	NA	NA	NA	NA
Disadvantaged	4,110	4,530	8,640	4,122	7	4,129
Handicapped	1,469	2,413	3,882	209	-0-	209
LESA	326	494	820	188	-0-	188

Reflects most recent available data.

Section 5

AN EXPLANATION OF THE CRITERIA AND PROCEDURES
USED TO DETERMINE PROGRAM PRIORITIES IN
TERMS OF ELIGIBLE RECIPIENT STATUS

Hawaii is a unique State in many respects. Two of the characteristics that set it off from most of the others involves its comparatively small physical size and the fact that it is an extended archipelago.

The State consists of eight major islands and 124 smaller islands with a total land area of almost 6,500 square miles. There is a general coastline of about 750 miles. Honolulu, the principal city and capitol, is 214 miles from Hilo, 1,367 miles from Kona Atoll (the westernmost end of the state), 2,397 miles from San Francisco, and 4,829 miles from Washington D.C. Its distance from the national capitol does occasionally present some difficulty in administering the federal grant.

Eighty-one percent of the population lives on Oahu and some of the other islands are sparcely settled. However, the state of Hawaii seeks to provide equal access to a reasonable range of vocational programs to all residents no matter on which island they make their home. In doing so, logistical problems and the loss of any "economies of scale" result in understandably higher per capita costs.

The State Board for Vocational Education notified the State Planning Group for Vocational Education and agencies that federal priorities must be used in program planning. As a consequence, all were cognizant of Section 106(5)(a) of the federal amendments of 1976, Title II, P.L. 94-482. They have been informed that the State shall, in considering the approval of ... applications, given priority to those:

"(i) ... located in economically depressed areas and areas with high rates of unemployment..."

"(ii) ... programs which are new to the area to be served and which are designed to meet new and emerging manpower needs and job opportunities..."

The public colleges in Hawaii do not have geographic attendance areas. There is also only one tax base available to the Department of Education and the University of Hawaii, which is statewide in scope. As a consequence, problems of equalization are minimized. In planning the allocation funds, the criteria spelled out in Section 166(5)(b) were used for the 1980-81 Plan. Program plan proposals were reviewed by the State Planning Group for Vocational Education, scrutinized by interested citizens at public hearings, and carefully reviewed against the relevant criteria by the State Board for Vocational Education.

The formula suggested by the U.S. Office in 1980 was used to analyze planning data relative to eligibility criteria for the fiscal years 1981 and 1982. This formula is to be found in the 1980-82 Multi-Year Plan.

Section 6

STATE BOARD FOR VOCATIONAL EDUCATION

Administrative Officer's Memorandum No. 48

for

Meeting of June 18, 1981

STATE BOARD FOR VOCATIONAL EDUCATION

Agenda for Meeting of June 18, 1981
9:30 a.m. approximately
(immediately following the Board of Regents' Regular Monthly Meeting)
Campus Center Conference Chamber
University of Hawaii at Manoa

I. Call Meeting to Order

II. Approval of March 5, 1981, and May 20, 1981, Minutes of the State Board for Vocational Education Meetings

III. Administrative Officer's Memorandum No. 48

		Page No.
Recommendations - General - For Board Action		
A-1	State Advisory Council's Annual Evaluation Report for FY 1980	1 - 6
A-2	State Annual Accountability Report on Vocational Education	6 - 7

IV. Adjournment

* *

STATE BOARD FOR VOCATIONAL EDUCATION
Administrative Officer's Memorandum No. 48
for
Meeting of June 18, 1981

RECOMMENDATIONS - GENERAL
For Board Action

A-1 State Advisory Council's Annual Evaluation Report for FY 1980

According to the Federal Rules and Regulations, the State Advisory Council on Vocational Education is required to prepare and submit an Annual Evaluation Report to the Secretary of Education and to the National Advisory Council on Vocational Education through the State Board. This requirement must be complied with within 90 days after the end of the fiscal year. The State Board has the prerogative of submitting comments it deems appropriate along with the Annual Evaluation Report.

On March 18, 1981, copies of the Annual Evaluation Report for FY 1980 were received by the Office of the State Director for Vocational Education. The Office of the Chancellor for Community Colleges and the Department of Education were provided the opportunity to review and submit their comments to the Office of the State Director for Vocational Education.

Submitted herewith are comments on the Evaluation Report for consideration by the State Board for Vocational Education. The recommendations are typed in italics to differentiate them from the comments. The numbering system used is intended to list the page number first, followed by the order of the recommendation.

The State Advisory Council recommends that:

8-1 *The State Board for Vocational Education support legislation to provide a one-time appropriation of at least $1,273,768 to repair or replace defective or obsolete equipment and/or acquire new equipment for vocational education programs in the Department of Education. The legislation would provide assurances for the following, that:*

a. The distribution of funds be based on priorities and such criteria as minimum program needs, measures of effectiveness, safety and health considerations, and increasing the availability of high student interest or labor-force demand programs.

b. The funds distributed be based on written equipment acquisition and replacement schedules submitted by each program with due consideration for minimum Statewide program standards.

6/18/81

c. Other low-cost alternatives be considered before replacing or acquiring new equipment, including the following:

- *Soliciting equipment donations from business, industry, labor, or government agencies.*
- *Utilizing facilities and equipment of the private and public sector, such as by expanding cooperative education and other work experience programs.*

d. The DOE provide to the State Legislature, the HSACVE, the State Board, and to all other interested individuals, groups, and agencies a final report on the distribution of funds by agency and program.

The State Board for Vocational Education prefers having equipment requests handled through the regular budgetary process. However, since this request is for a one-time appropriation and the Department of Education is in favor of it, the Board will support an appropriation request of $1,273,768 for repairing or replacing defective or obsolete equipment and acquiring new equipment for vocational education programs, provided that such a request would not jeopardize the funding of other high priority items within the vocational programs of the Department of Education.

9-2 *The State Board for Vocational Education support legislation that would authorize it to receive a designated amount of funds each biennium. The money would be used to support programs, services, and activities within the State Plan for the Administration of Vocational Education that were not funded through regular sources or for unforeseen projects of high State priority. The projects may include but not be limited to the following:*

a. Expanding vocational education programs in occupational areas with severe shortages of trained workers.

b. Meeting short-term labor force needs of business and industry (e.g., workers for new resort hotels in rural areas).

c. Developing programs in occupational areas of high State priority in terms of economic development (electronics, aquaculture, energy, etc.).

d. Developing retraining programs in consonance with economic development plans for areas with declining or failing industries.

e. Modernizing and upgrading vocational education equipment and/or seeking alternatives in providing real work experience settings in order to improve productivity.

f. Extending vocational training appropriate to the economic development of depressed areas of the State such as Molokai, Waianae-Nanakuli, etc.

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The Department of Education does not object to authorizing the State Board for Vocational Education to receive State discretionary funds, provided that it does not reduce or replace funds requested by the Department. The Office of the Chancellor for Community Colleges has found the existing practices highly successful and does not see the necessity to establish a State discretionary fund for the State Board. The State Board also disagrees with the Advisory Council's recommendation for the following reasons:

Under the present structure, both the Department of Education and the University of Hawaii have adequate and competent staffs to administer discretionary grants for the purposes stated in the report. Allocating State general funds to the operating agencies through the State Board would create an anomaly, because certain programs would be required to go through an additional bureaucratic process, while the majority of the programs are funded through a direct allotment to the operating agencies. Adopting the recommendation will also make the offering of certain programs and services more cumbersome and inefficient and will tend to fragment both the process of overall planning and allocation of funds.

The State Board has, for the past six years, a provision to establish a discretionary resource with federal funds. After trying it for one year, it was found that the educational agencies were capable of handling unforeseen problems internally.

14-1 *The State Board for Vocational Education request the Department of Education to identify prevalent and persistent program problems and needs in the State through its monitoring process and communicate that information to the Advisory Council in a meeting to be held annually.*

According to the Department of Education, it is monitoring and analyzing all occupational programs annually. "Hence, information on problems and program needs are readily available and known by the staff." This information is also available to the State Advisory Council upon request.

14-2 *The State Board for Vocational Education request the University of Hawaii to do the following:*

a. *Ensure that Hawaii Community College continue to retain its comprehensive community college role and identity.*

b. *Improve the coordination between the Office of the Chancellor for Community Colleges and the Office of the Chancellor for the University of Hawaii at Hilo in matters benefiting, affecting or concerning the community colleges in general.*

c. *Reinclude Hawaii Community College in the summarizations of community college program data in general and vocational education data in particular, so that information on public postsecondary vocational education will be complete and comparable.*

6/18/81

According to the Chancellor for the University of Hawaii at Hilo, Hawaii Community College will continue to develop as a comprehensive community college, and there are no plans to the contrary. The respective Chancellors and the President have met, and steps have been taken to insure appropriate communication and coordination. While data from the Hawaii Community College are published separately from other community colleges, both reports may be merged to obtain aggregate data.

19-1 *The State Board for Vocational Education support both legislative and administrative efforts of the Department of Education and the University of Hawaii to obtain State funds for personnel positions that have been on federal funds for many years.*

The State Advisory Council has stated that "too high a proportion of federal funds is still being used to maintain existing programs." Unfortunately, the Council has failed to indicate what constitutes "proper proportion of federal funds" and to define the term "maintain."

The State Board requests that the State Advisory Council indicate the criteria used to arrive at its conclusion regarding proper proportion and provide a working definition of the term "maintain" (definition should also be acceptable to the U. S. Department of Education).

The State Board does not agree with the statement that all federal-funded positions for on-going programs be supported with State funds. However, it does not object to the use of State funds to convert essential and justifiable federal-funded positions.

19-2 *The State Board for Vocational Education request the Department of Education and the University of Hawaii to adopt a systematic policy and rationale for replacement of federal with State funds (i.e., criteria based on (1) Critical programs and services, (2) Longevity of positions, (3) Equalization of financial commitment by educational institutions).*

The Department of Education has reported that all of its federal-funded positions in occupational education will be converted; hence, there is no need to include the Department of Education in this recommendation.

The Office of the Chancellor for Community Colleges believes that there should not be a policy that automatically converts a position from one funding source to another. Each position should be scrutinized and justification should be based on individual merits. It also indicates that the present practice of having each campus initiate the justification for change based on the critical nature of the position in providing sound education programs and processing it through established University procedures is adequate.

6/18/81

26-1 *The State Board for Vocational Education assess the services provided by the Department of Education and the University of Hawaii to special populations (disadvantaged, handicapped, limited English-speaking) with special focus on possible reasons for the decline in the number of special need individuals served in FY-79. The results should be reported in the Annual Descriptive Report for Vocational Education and the Accountability Report.*

The State Board staff findings are reported in the Accountability Report for FY 1980. In addition, the staff has provided technical assistance to the operating agencies in the area of definition of terms, data collection, and data reporting. It has been reported that changes in the definition of terms, data collection, and data reporting were the major cause for statistical variances. In April, 1980, the Office of the State Director for Vocational Education and the Office of the Chancellor for Community Colleges sponsored a series of workshops on Mainstreaming and Personalizing Vocational Instruction for the Disabled Student. These workshops were held on Hawaii, Maui, Kauai, and Oahu. Other workshops for special populations have been planned and conducted prior to 1980.

The Office of the Chancellor for Community Colleges indicated that it will be assessing the services being provided to special students in the near future. The Department of Education, on the other hand,

has pointed out that too much emphasis should not be placed on a slight decline for a given year. While the Department of Education is also planning to continue monitoring, assessing, and trying to improve its services to the target population, it has suggested that the overall enrollment trend is more significant.

26-2 *The State Board for Vocational Education request the University of Hawaii to consider requiring each community college to include as part of vocational education plans, a written plan to recruit and retain nontraditional students in vocational education programs.*

Each community college campus receiving federal funds earmarked for increasing enrollments of students in non-traditional programs is required to submit a proposal which specifies goals and objectives, rationale, methodology, number of persons to be served or affected, budget, etc. In addition, the Office of the State Director for Vocational Education has suggested and the Office of the Chancellor has consented to the development of a systemwide plan for reducing sex bias and sex stereotyping in vocational programs.

These comments have been reviewed by the Executive Committee at its meeting on June 3, 1981, at which time it was recommended that the comments contained herein be accepted and forwarded along with the FY 1980 Annual Evaluation Report on Vocational Education to the Secretary of Education and the National Advisory Council on Vocational Education.

RECOMMENDATION: That the State Board accept and forward the comments contained herein along with the FY 1980 Annual Evaluation Report on Vocational Education to the Secretary of Education and the National Advisory Council on Vocational Education.

A-2 State Annual Accountability Report on Vocational Education

Federal statutes require that an Annual Accountability Report for Vocational Education be submitted on or before July 1 of each year. Although the Accountability Report was developed primarily to meet federal requirements, it does contain relevant and useful information for planning future vocational programs and activities.

This 324-page technical document includes six sections and eight appendices. Some of the types of information contained in the report include a comparison of enrollments in major occupational areas with the projected labor demand in similar categories. The purpose of the statistical information is to show the effects of occupational demand and student interests on enrollment. The enrollment figures include both beginning students and those close to completing their planned program of training.

The second section provides detailed fiscal and performance information in the same tabular format as the State Plan for easy comparison and for measuring level of achievement. Comprehensive Employment and Training Act (CETA) programs are also listed in this section.

Another major part of the Annual Accountability Report is the summative evaluation pertaining to process, outcomes, and employment. Observations from on-site visitations are reported here.

A brief narrative overview of services provided to special populations (handicapped, disadvantaged, displaced homemakers, etc.) and an explanation of the methodology used to distribute funds to postsecondary institutions are covered in Sections 4 and 5, respectively.

Section 6 includes a list of recommendations made by the State Advisory Council in Fiscal Year 1979 and comments on the recommendations by the State Board for Vocational Education.

Appendices A, B, and C cover 73 pages of the results from our third annual employer satisfaction survey. The employers surveyed appeared to be more concerned with the need for fostering positive work attitudes, improving declining work ethics, and instilling more self-discipline so new employees can adequately respond to nominal supervision.

The development of the Accountability Report included involvement of the Planning Group, feedback from the operating agencies and the State Advisory Council on Vocational Education, and public hearings to provide the general public opportunities to comment on the Report. There were no objections raised from the public hearings held on Hawaii, Maui, Oahu, and Kauai.

The Vocational Education Coordinating Advisory Council met on May 6, 1981, and recommended approval of the State Annual Accountability Report for Vocational Education.

In addition, the Executive Committee of the State Board, at its meeting on June 3, 1981, reviewed the report and recommends to the State Board that it be approved and forwarded to the U.S. Department of Education.

RECOMMENDATION: That the State Board approve and forward to the U.S. Department of Education the State of Hawaii Annual Accountability Report for Vocational Education for the Academic Year 1979-80.

* *

Appendix A

FOURTH ANNUAL EMPLOYER
SATISFACTION SURVEY

Introduction and Overview

Each year the Office of the State Director conducts a survey of Personnel Directors in the State to ascertain the level of satisfaction of these employers with the vocational training offered by the public schools and community colleges. This exercise has had several beneficial outcomes. These include facilitating compliance with the law, collection of useful evaluation outcomes data, and articulation with the business community. The first two purposes are generally well understood, however, the third deserves some special comment.

At a recent United States Department of Education workshop conducted by the American Vocational Association, the focus was directed on linkages between vocational education and economic development. The workshop staff and those making presentations stressed their belief that the critical element in this process is articulation between vocational educators and the business community. Many argued that private business should be given the predominant role in determining curriculum content and shaping educational directions. Participants were urged to explore new ways of building communication links with industry. It is our feeling that the annual employer satisfaction survey is a major contribution to this process. Through this mechanism businessmen can explain their training priorities, express frustrations, and make specific suggestions on how the educational system can be made more effective in preparing students for the world of work. In most cases the comments were of a general nature and reflected some particular priority. On some occasions the range of items put forward by the personnel being interviewed cover a broad spectrum. In a few cases the concerns expressed were of a highly specific nature. In these instances it was often

possible to make a referral to a member of the Occupational Development Staff of the DOE or a staff member of the Chancellor's Office. The comments are found in charts 1, 2, and 3.

Sample and Methodology

The sample was derived from a report prepared by the Research and Statistics Office of the Hawaii Department of Labor and Industrial Relations. This report is designated L3A604 and is titled "Statewide Average Covered Workers." It is a listing of firms listed in rank order by the average number of persons employed. In 1981, only firms with 200 or more employees were sampled. A random table of numbers was used. When a firm that had been contacted in one of the canvasses of the previous three years was selected, it was deleted and a substitution made. Some firms had changed their names and others proved to be subsidiaries of parent firms that also appeared on the list. Every effort was made to eliminate any duplication before the firm was contacted. The sample size was 52. Over the last four years over two-thirds of the Hawaii firms with payrolls of 200 or more have granted extended interviews. Numerous others with smaller payrolls have also been consulted.

The basic data collection device involved interviews with vice presidents of personnel and personnel directors. The interview format was designed to combine elements of "forced focus" and "open-ended" designs. Specific discrete and/or quantitative assessment items were used. However, the respondents were urged to elaborate, qualify, and comment on any given assessment or judgment.

Egon Guba and Yvonna Lincoln in their recent book Effective Evaluation point to the interview approach as the best device for gathering information in social research. The authors contend: "It is our belief, however, that interviewing--whatever form it might take, but particularly the unstructured interview--is the backbone of field and naturalistic research and evaluation." Mailed questionnaires are admittedly less expensive to administer. This evaluator has used them

to survey small businesses in the past. However, as Guba and Lincoln point out the interview is more flexible than a questionnaire. It permits questions to be restated if they are not first understood. Interviews are more personal and constitute a better exploratory tool. They are also better than questionnaires in eliciting responses in sensitive areas and permit the interviewer to note the respondents' affective response. Interviews approximate real-life situations more closely than questionnaires. They also provide better sampling because there are fewer refusals.

Extended interviews such as those employed in this evaluation exercise require some type of quid pro quo or a kind of trade. In this case the interviewer provided information about the organization and administration of vocational education for the perceptions, judgments, and assessments of the respondents. He also provided the respondents with a copy of the booklet Voc-Ed Update. The booklet discusses the vocational education administrative structure in Hawaii, discusses relevant legislation, and summarizes the highlights of evaluation outcomes research.

It often took up to three different telephone contacts to secure an interview. However, once an interview was arranged the respondents all proved cooperative and most were even spontaneous in their willingness to share information. The interviews lasted between one-half hour to three hours. On several occasions the principal respondent called in associates to provide additional perspective.

Findings

The total number of people employed by the firms contacted was 31,399 (refer to Table 1). The average number of employees was 598.

As in previous years, service-oriented firms were the most heavily represented. As the purpose of this year's canvass was to contact as many of those

TABLE 1

AVERAGE MONTHLY EMPLOYMENT
OF FIRMS CONTACTS FOR THE 1981 SURVEY

Firm	$\bar{X}$=598	Average Monthly Payroll
Firm 1		205
Firm 2		207
Firm 3		919
Firm 4		572
Firm 5		1,789
Firm 6		488
Firm 7		305
Firm 8		465
Firm 9		567
Firm 10		433
Firm 11		784
Firm 12		352
Firm 13		308
Firm 14		326
Firm 15		281
Firm 16		405
Firm 17		278
Firm 18		246
Firm 19		1,319
Firm 20		234
Firm 21		873
Firm 22		1,202

TABLE 1

(Continued)

Firm	$\bar{X}$=598	Average Monthly Payroll
Firm 23		434
Firm 24		316
Firm 25		2,314
Firm 26		627
Firm 27		272
Firm 28		234
Firm 29		252
Firm 30		539
Firm 31		409
Firm 32		314
Firm 33		270
Firm 34		1,252
Firm 35		447
Firm 36		801
Firm 37		311
Firm 38		240
Firm 39		873
Firm 40		1,216
Firm 41		632
Firm 42		507
Firm 43		465
Firm 44		435
Firm 45		2,082

TABLE 1

(Continued)

Firm	$\bar{X}$=598	Average Monthly Payment
Firm 46		281
Firm 47		1,107
Firm 48		637
Firm 49		399
Firm 50		273
Firm 51		257
Firm 52		385
	TOTAL	31,139

companies employing 200 persons or more, the sample is somewhat distorted. However, it does reflect Hawaii's limited economic base. The hospitality, industry, finance, and retail operators were most heavily represented (refer to Table 2).

All of the firms had offices or operations in the City and County of Honolulu (refer to Table 3). Twenty-eight firms had offices on the Big Island and almost a like number had operations on Maui. Twenty-three firms had facilities on Kauai.

Almost all of the firms claimed they had employees who had been enrolled in vocational courses during their high school years (refer to Table 4).

Over two-thirds of the firms reported that "business" was the area of skill specialization of employees whose educations had been completed at the secondary level (refer to Table 5). Nearly one in five reported having employees who had taken food service courses during their high school years. About 5 percent of the firms had employees trained in the mechanical technology areas. The employer was then asked to focus his or her attention on the performance of persons hired in the skill area reported as being most heavily represented in the firm for the remainder of the "high school hire" questions.

The most critical item on the interview schedule involved a comparison of new employees with vocational education backgrounds in high school with those without such an experience. Of the total sample, 88.5 percent claimed that those employees who had taken occupational training in high school were "better prepared" for the world of work than those without such training (refer to Table 6). Less than 8 percent felt vocational education students were "no better prepared" and no participant responded that vocational education students were "less prepared."

TABLE 2

TYPE OF FIRM

Category	N	%
Agriculture, Fisheries	1	1.9
Construction	3	5.8
Manufacturing	4	7.7
Transportation	1	1.9
Wholesale Trade	3	5.8
Retail Trade	15	28.9
Finance, Insurance, Real Estate	8	15.4
Service	17	32.6
Other	--	--
TOTAL	52	100.0

TABLE 3

COUNTIES OF HAWAII WHERE
FIRMS OPERATE

County	f
Honolulu	52
Hawaii	28
Kauai	23
Maui	26

TABLE 4

FIRMS WITH EMPLOYEES
WHO TOOK VOCATIONAL COURSES
IN HIGH SCHOOL

Response	N	%
Yes	50	96.1
No	2	3.9
Don't Know	---	---
TOTAL	52	100.0

TABLE 5

PROGRAM AREA MOST HEAVILY
REPRESENTED IN PRIOR TRAINING
OF NEW EMPLOYEES

Program	N	%
Agriculture	0	0.0
Business	34	65.5
Construction	3	5.7
Electrical/Electronic	0	0.0
Food Service	9	17.4
Health	---	---
Technical/Graphic	1	1.9
Mechanical	3	5.7
Personal/Public Service	---	---
Non-applicable	2	1.9
TOTAL	52	100.0

TABLE 6

COMPARISON OF NEW EMPLOYEES
HAVING VOCATIONAL EDUCATION IN
HIGH SCHOOL AND THOSE WITHOUT

Assessment of Voc. Ed. Trained Employees	N	%
No basis for comparison	0	0.0
Voc. ed. students better prepared	46	88.5
Voc. ed. students no better prepared	4	7.7
Voc. ed. students less prepared	0	0.0
No opinion	2	3.8
TOTAL	52	100.0

This criterion is specified as being significant in Section 104.402(c)(4) of the Federal Regulations. The very positive pattern of responses is very satisfying.

Employers were asked to evaluate their new hires who had vocational education in high school against 11 criteria which are frequently used in employment evaluations. A five-point Likert Scale was used.

Almost 45 percent of the respondents rated their high school hires a 3 on "technical knowledge" (refer to Table 7). Over 17 percent gave this group a "very good" rating by designating the number 4. The average rating was 2.8 and the mode 3.

The nature of the responses varied greatly on the item described as "work attitude." About one in five gave the high school hires a 2 or "poor" rating. However, over one-third felt the work attitudes were good enough to warrant a 4, and 7.6 percent felt that the employee attitudes were "very good." The average score was 3.3.

There was considerable consensus on the criterion of "work quality." The largest number of respondents, 42.4 percent of those participating, awarded a 4 rating, and 38.5 percent thought the work quality deserved a 3.

One of the lowest average rating in the 1980 survey as in the previous studies of large employers involved "written communication skills." The mode was 2.0, and the overall average was 2.5. More than 7 percent even opted for the "very poor" classification.

"Oral communication skills" warranted somewhat higher marks. However, the average score was only 2.9 and over one-third of the respondents claimed high school hires had "poor" oral communication skills.

The curricula of high school vocational education programs stress safety. The assessment of employers tends to suggest that the emphasis is fairly

TABLE 7

GENERAL EVALUATION OF VOCATIONAL EDUCATION:
HIGH SCHOOL GRADUATES RECENTLY EMPLOYED

Criterion	Very Poor 1		Poor 2		Neutral 3		Good 4		Very Good 5		No Opinion/ NA		Mean	Mode	Range
	N	H%	N	H%	N	H%	N	H%	N	H%	N	H%			
Technical knowledge	2	3.8	13	25.1	23	44.2	9	12.3	0	0.0	5	9.6	2.8	3.0	1-4
Work attitude	1	1.9	11	21.2	15	28.9	19	36.5	4	7.6	2	3.8	3.3	4.0	1-5
Work quality	1	1.9	7	13.4	20	38.5	22	42.4	1	1.9	1	1.9	3.3	4.0	1-5
Written communication skills	4	7.6	18	34.7	17	32.7	5	9.6	0	0.0	8	15.4	2.5	2.0	1-4
Oral communication skills	1	1.9	18	34.7	14	26.9	16	30.7	1	1.9	2		2.9	2.0	1-5
Safety consciousness	0	0.0	12	23.1	21	40.4	17	32.7	0	0.0	2	3.8	3.1	3.0	2-4
Ability to assume responsibility	0	0.0	5	10.0	29	55.6	15	28.7	2	3.8	1	1.9	3.3	3.0	2-5
Dependability	0	0.0	10	19.3	16	30.8	20	38.5	4	7.6	2	3.8	3.4	4.0	2-5
Adaptability	0	0.0	7	13.5	15	28.9	20	38.5	3	5.7	7	13.4	3.4	4.0	2-5
Problem solving ability	0	0.0	7	13.5	21	40.4	12	23.1	1	1.9	11	21.1	3.1	3.0	2-5
Motivation	1	1.9	11	21.2	23	44.3	13	25.0	2	3.8	2	3.8	3.1	3.0	1-5
Overall rating	0	0.0	5	19.6	32	61.6	13	25.0	1	1.9	1	1.9	3.2	3.0	2-5

*"No opinion/not applicable" responses are deleted in calculating the mean and mode.

effective and the results visible. The average rating was 3.1. Over 32 percent of the respondents gave former vocational education students a 4 or "good" rating.

Personnel specialists had more difficulty, as usual, reacting to the "ability to assume responsibility" criterion. The item was interpreted as involving responsibility commensurate with job entry skills level. Many of the employer representatives said that they cautioned new employees against attempting to assume responsibility at the outset of their service with the firm. It was the policy of many firms to counsel new hires to consult with their supervisors when new or particularly difficult situations were encountered. As the result, the employers' assessments on this criterion were usually heavily qualified. The average rating was 3.3 and the mode 3.0.

On "dependability" the average rating was 3.4. Over 38 percent of the employers gave high school hires a 4 or "good" rating. Most employers also selected either a "neutral" or "good" rating on the concept of "adaptability." Many of the employers were of the opinion that former high school students were more adaptable at changing jobs as opposed to changing job locations. Most employers reported that they did not require or request non-management employees to accept employment in business locations other than that for which they were originally hired.

On the criterion of "problem solving ability" more than one in five of the employers offered "no opinion." The mode was 3 and the average rating 3.1. The ratings on "motivation" tended to collapse around the middle of the scale. Over 44 percent of the respondents gave the high school hires a 3 and over 25 percent said they were "good" with this respect.

The average "overall" rating was 3.2. Twenty-five percent of the personnel directors gave high school hires a "good" rating. However, the mode was a neutral 3.

The personnel directors were asked to focus their attention on "community college hires" for the next portion of the interview. Over 88 percent said they had hired persons with vocational education backgrounds who had attended a publicly supported community college prior to seeking employment with their firm (refer to Table 8). Only six respondents said they had no employees of this type, and another acknowledged he wasn't sure.

"Business" training was the technical field most heavily represented in the community college training. Fifty-five percent of the employers said this was the skill area most heavily represented in their work force. "Mechanical" and "food service" were tied for second with 13 percent.

The responses to the next two questions were particularly pleasing. Almost two-thirds of the employers said the community colleges were doing a "good" job. About 30 percent gave them a "fair" rating, and only one respondent classified their performance as "poor" (refer to Table 10).

As always, the critical question for the community colleges, as for the secondary schools, involved a comparison of the preparation of former students who had experienced training in a vocational field as opposed to those who had not. Over 84 percent of the employers were of the opinion that vocational education students were "better prepared" (refer to Table 11). The pattern of response was similar to that of previous years. No respondent expressed the view that vocational education students were "less prepared."

The same attributes or characteristics used to evaluate the job performance of persons hired directly out of high school were also applied against the new employees having a community college background in vocational education.

As with the high school hires, the scale used was 1 to 5, with 5 representing the most positive rating. Former community college students with a vocational education background again appeared well appreciated by their employers.

TABLE 8

EMPLOYEES WITH COMMUNITY
COLLEGE VOCATIONAL EDUCATION BACKGROUNDS

Response	N	%
Yes	46	88.4
No	6	11.6
Don't Know	---	---
TOTAL	52	100.0

TABLE 9

SUMMARY OF PROGRAMS TAKEN
BY COMMUNITY COLLEGE GRADUATES

Program	N	%
Agriculture	---	---
Business	29	55.8
Construction	1	1.9
Electrical/Electronic	1	1.9
Food Service	7	13.5
Health	---	---
Technical/Graphic	1	1.9
Mechanical	7	13.6
Personal/Public Service	1	1.9
Other	2	3.8
Non-Applicable	3	5.7
TOTAL	52	100.0

TABLE 10

ADEQUACY OF EMPLOYMENT PREPARATION
OF COMMUNITY COLLEGE PRODUCTS

Assessment	N	%
Good	32	61.6
Fair	16	30.8
Poor	1	1.9
No opinion	1	1.9
Non-applicable	2	3.8
TOTAL	52	100.0

TABLE 11

COMPARISON OF NEW COLLEGE EDUCATED
EMPLOYEES HAVING VOCATIONAL EDUCATION
BACKGROUNDS WITH THOSE WITHOUT

Assessment of the Voc. Ed. Trained Employee		
No basis for comparison	1	1.9
Voc. ed. students better prepared	44	84.8
Voc. ed. students no better prepared	3	5.7
Voc. ed. students less prepared	0	0.0
Non-applicable	2	3.8
No opinion	2	3.8
TOTAL	52	100.0

On the criterion considered most relevant by many educators, "technical knowledge," the average rating was a 3.1. A "good" rating was awarded by 51.9 percent of the respondents (refer to Table 12). "Work attitude" was also rated high. Fifty-seven percent of the respondents gave the community college hires a 4 or "good" rating, and 13.5 percent said their employees were "very good" with this respect. The average rating for "work quality" was 3.6.

As in previous years, one of the lowest aggregate rating was achieved in the area of "written communication skills." The average score was 3.2 and the mode 3.0.

Community college products were perceived as being more articulate in the spoken word. The average score for "oral communication skills" was 3.3. Well over one-third of the respondents gave the former community college students a "good" rating on this item.

Most evaluations of former students "safety consciousness" revolved around a 3 or 4. The average rating of 3.8 was sustained on "ability to assume responsibility." However, on the latter criterion almost half of the employers awarded a "good" rating.

Scores were also comparatively high on "dependability." Here community college products achieved a high average rating of 3.7, and 53.9 percent of the personnel officers rated the performance as being "good." While the average rating on "adaptability" was 3.8, over half of the employers felt that employers in this category warranted a "good" rating.

In the area of "problem solving ability" the marks tended to cluster around the middle-high area of the scale. However, about 1 in 5 employers reported this was inappropriate as they did not expect new employees to do anything other than routine tasks. The average rating was 3.5 and the mode 3.

The mode was 4 for "motivation." Half of the firms felt that community college hires warranted a 4. The average was 3.7.

TABLE 12

GENERAL EVALUATION OF VOCATIONAL EDUCATION:
COMMUNITY COLLEGE GRADUATES RECENTLY EMPLOYED

Criterion	Very Poor 1		Poor 2		Neutral 3		Good 4		Very Good 5		No Opinion/ NA		Mean	Mode	Range
	N	H%	N	H%	N	H%	N	H%	N	H%	N	H%			
Technical knowledge	0	0.0	2	3.8	10	19.3	27	51.9	3	5.7	10	19.3	3.1	4.0	2-5
Work attitude	0	0.0	2	3.8	14	26.9	27	52.0	2	3.8	7	13.5	3.6	4.0	2-5
Work quality	0	0.0	2	3.8	12	23.1	26	50.0	1	1.9	11	21.2	3.6	4.0	2-5
Written communication skills	1	1.9	5	9.6	17	32.7	10	19.3	2	3.8	17	32.7	3.2	3.0	1-5
Oral communication skills	0	0.0	7	13.5	14	26.9	19	36.6	1	1.9	11	21.1	3.3	4.0	2-5
Safety consciousness	0	0.0	2	3.8	13	25.2	25	48.1	0	0.0	12	23.0	3.6	4.0	2-4
Ability to assume responsibility	0	0.0	2	5.8	11	21.1	27	52.0	4	7.7	8	15.3	3.8	4.0	2-5
Dependability	0	0.0	2	3.8	11	21.2	28	53.9	3	5.7	8	15.4	3.7	4.0	2-5
Adaptability	0	0.0	2	3.8	6	11.6	27	52.0	4	7.6	13	25.0	3.8	4.0	2-5
Problem solving ability	0	0.0	1	1.9	21	40.9	17	32.7	2	3.8	11	21.2	3.5	3.0	2-5
Motivation	0	0.0	1	1.9	14	27.0	26	50.0	3	5.7	8	15.4	3.7	4.0	2-5
Overall rating	0	0.0	1	1.9	11	21.2	32	61.6	1	1.9	7	13.4	3.7	4.0	2-5

*"No opinion/not applicable" responses are deleted in calculating the mean and mode.

The "overall" assessment generated an average 3.7. Nearly two-thirds of the firms selected 4 to reflect their perception of the aggregate adequacy of pre-service training. No respondent selected a "poor" or "very poor" designation on the summative assessment.

In order to gain additional evidence regarding employers' satisfaction with traditional vocational education, those in the sample were asked to respond to the question, "Do vocational education students make better employees than those without vocational education?" Nearly 93 percent answered in the affirmative (refer to Table 13). This result is 13 percent higher than last year's finding. This also provides corroboration for the positive findings reflected in Tables 6 and 11 where the focus was directed at an assessment of comparative preemployment alternatives. It is consistent with the results reported for the surveys conducted during the previous three years.

This year's interview schedule also included some consideration of graduates of Employment Training. The Manpower Training Act was originally passed to permit the retraining of former workers who had become unemployed as the result of automation and/or other industrial technology. With the passage of the Comprehensive Employment and Training Act (CETA) in 1973, the mission of this agency was altered. In addition to its traditional function, the Manpower Training Office, now designated as the Employment Training Office, was directed to provide occupational training for the hard-core disadvantaged.

In the State of Hawaii, the Employment Training Office is operated as an arm of the University of Hawaii Community College System. In some counties, such as Hawaii, most training actually takes place on the campuses of a community college. Not all CETA participants are involved in Employment Training programs, but most are.

As in the 1980 survey, there proved to be a small number of business enterprises who reported having interviewed, much less hired, ETO/CETA graduates. As it has been previously mentioned, this low incidence of exposure to this non-traditional approach to vocational training on the part of the business in the original sample necessitated a second survey last year. Due to scarce resources, it was not possible to do a supplemental survey in 1981.

Of the original 52 firms contacted, only 23 could report any experience with ETO/CETA trainees (refer to Table 14).

The firms which had hired ETO/CETA graduates, had experienced their greatest experience with persons trained in business and clerical skills (refer to Table 15). Food service and mechanical occupations were also represented.

Of those having experience with ETO/CETA trainees, the overwhelming majority were inclined to feel that the training had increased the skills and value of the employee to the organization (refer to Table 16).

The employers who reported having hired ETO/CETA graduates in the last five years were also asked to evaluate this group using the same criteria that had been employed with the high school hires and community college trained groups. Comparatively high ratings were observed in the areas of "work attitude", "adaptability," and "work quality" (refer to Table 17). The average ratings for those criteria was 3.5, 3.4 and 3.3 respectively. This is consistent with last year's findings. However, the range of ratings did indicate that different employers had encountered different experiences. The overall rating was 3.2. which is somewhat higher than the previous year. As has been mentioned before, the relatively small number of employers that had experience with ETO/CETA trained employees precludes any extensive discussion of this group as part of this survey.

TABLE 13

DO VOCATIONAL EDUCATION STUDENTS
MAKE BETTER EMPLOYEES THAN
THOSE WITHOUT VOCATIONAL EDUCATION

Response	N	%
Yes	48	92.4
No	2	3.8
No Opinion	2	3.8
TOTAL	52	100.0

TABLE 14

EMPLOYEES WITH EMPLOYMENT
TRAINING PROGRAM EXPERIENCE

Response	N	%
Yes	23	44.2
No	26	50.0
Don't Know	3	5.8
TOTAL	52	100.0

TABLE 15

SUMMARY OF PROGRAMS TAKEN
BY MANPOWER TRAINING PROGRAM GRADUATES

Programs	N	%
Agriculture	0	0.0
Business	11	21.2
Construction	1	1.9
Electrical/Electronic	---	---
Food Service	5	9.7
Health	0	0.0
Technical/Graphic	0	0.0
Mechanical	2	3.8
Personal/Public	---	---
Other	3	5.7
Non-applicable	30	57.7
TOTAL	52	100.0

TABLE 16

COMPARISON OF NEW EMPLOYEES
HAVING EMPLOYMENT TRAINING PROGRAM
BACKGROUNDS WITH THOSE WITHOUT

Assessment of the Voc. Ed. Trained Employee	N	%
No basis for comparison	1	1.9
Voc. ed. students better prepared	19	36.6
Voc. ed. students no better prepared	4	7.6
Voc. ed. students less prepared	---	---
Non-applicable	27	52.0
No opinion	1	1.9
TOTAL	52	100.0

TABLE 17

GENERAL EVALUATION OF OCCUPATIONAL EDUCATION:
MANPOWER TRAINING PROGRAM GRADUATES RECENTLY EMPLOYED

Criterion	Very Poor 1		Poor 2		Neutral 3		Good 4		Very Good 5		No Opinion/ NA		Mean	Mode	Range
	N	H%	N	H%	N	H%	N	H%	N	H	N	H%			
Technical knowledge	1	1.9	1	1.9	10	19.3	5	9.6	1	1.9	34	65.4	3.2	3.0	1-5
Work attitude	0	0.0	2	3.8	7	13.5	7	13.5	2	3.8	34	65.4	3.5	3.4	2-5
Work quality	0	0.0	3	5.8	8	15.4	6	11.5	1	1.9	34	65.4	3.3	3.0	2-5
Written communication skills	1	1.9	5	9.6	10	19.2	1	1.9	0	0.0	34	67.4	2.6	3.0	1-4
Oral communication skills	2	3.8	5	9.7	7	13.5	4	7.6	1	1.9	33	63.5	2.8	3.0	1-5
Safety consciousness	0	0.0	3	5.8	9	17.3	4	7.6	1	1.9	35	67.4	3.2	3.0	2-5
Ability to assume responsibility	0	0.0	4	7.6	5	9.6	6	11.5	0	0.0	37	71.1	3.1	4.0	2-4
Dependability	0	0.0	6	11.5	5	9.6	7	13.4	1	1.9	33	63.4	3.2	4.0	2-5
Adaptability	0	0.0	2	3.8	7	13.4	8	15.5	1	1.9	34	65.4	3.4	4.0	2-5
Problem solving ability	0	0.0	5	9.7	9	17.3	1	1.9	1	1.9	35	69.2	2.9	3.0	2-5
Motivation	0	0.0	5	9.7	8	15.2	5	9.7	0	0.0	34	65.4	3.0	3.0	2-4
Overall rating	0	0.0	2	3.8	12	23.2	3	5.7	1	1.9	34	65.4	3.2	3.0	2-5

*"No opinion/not applicable" responses are deleted in calculating the mean and mode.

for long-term employment no matter how technically competent he or she may be. About one in three of the extended remarks offered by employers dealt with attitudes.

Employers also were prone to talk about job seeking skills when they addressed the subject of high school hires. In their view, a course or unit on this process should be offered in the senior year and not during the early phase of a student's secondary school career. Job seeking skills made up about 16 percent of the employers' statements dealing with high school hires.

Almost as many expressions of opinion were offered in the areas of co-operative education and other part-time work experience. Employers feel that students can learn more about the world of work if they actually perform a job in an actual work setting while they are still in school.

There was a variety of other matters discussed and the comments are summarized in Chart 1.

Chart 2 summarizes the information that employers volunteered about community college programs. Almost one in four of those discussions revolved around the related topics of work posture, habits, and attitudes. Both positive and critical commentaries were offered and occasionally by the same person being interviewed. A personnel director might comment favorably of the attitudes of graduates hired but question the alleged negative attitude of a career counselor toward his or her firm.

Almost as many comments involved an assessment of the quality of programs. The comments, for the most part, were positive. They involved requests for revisions and enhancements to the existing curriculum. A typical discourse in this vein would involve an exhortation for more role playing and simulated job training.

Numerous extemporaneous comments were offered again this year. Many personnel officers had notes prepared for use in the interviews. Only the salient elements of the conversations provided by employers were recorded in the interest of space and economy. Chart 1 summarizes the information volunteered about the high school programs, Chart 2 covers the discussion of the community colleges' offerings, and Chart 3 is addressed to the ETO/CETA programs.

Interestingly enough, most of the employers surveyed expressed a desire to comment at length on the existing curriculum of the high schools. Many had concerns about the basic skills of math and composition.

Volunteer Opinions and Observations

As has been previously mentioned, most employers were not reluctant to offer comments, criticisms, and/or accolades on subjects related to that on which direct feedback was solicited. Many of the remarks did not bear on vocational training specifically but on public education in Hawaii in general.

The area in which more than a third of the spontaneous comments were offered about secondary and high school hires might best be described as "proficiency" and "standards" (refer to Chart 1). The employers felt it was appropriate to provide supplemental information regarding their satisfaction or dissatisfaction with the competencies of such graduates. Most negative comments involved basic skills such as mathematics and language arts.

Employers were also eager to talk about work "postures," "habits," and "attitudes." Many stressed the idea that the attitude was as or more important than skill. In their view, a new employee with a consistently positive attitude can correct deficiencies in his or her performance. However, an employee with ingrained poor work habits or a negative attitude is unacceptable.

About 13 percent of the employers of community college products chose to comment on the "job finding" techniques and in some cases the deficiencies evident with this regard (refer to Chart 2).

The virtues of cooperative education's "hands on" job experience was the focus of about as many conversations. Interestingly, many employers argued for more distributive education programs although some of the same individuals were unaware of Kapiolani's program.

Although the percentage of employers having experience with employees receiving skills education by the Employment Training Office was greater this year than last, they were less inclined to talk about the group.

Of the comments offered, almost two out of three involved attitude (refer to Chart 3). Many were positive, but there were a few reservations expressed.

Summary and Conclusions

Vocational educators should be pleased with the results of this fourth employers' satisfaction survey. The employers generally feel that vocational education is one of the more successful aspects of publically supported education. Considerable concern still exists about basic skills training. However, this is not the primary responsibility of vocational educators.

Employers seem to desire more cooperative education and on-the-job experience. They feel that young people, in particular, should experience the world of work in an experimental and tentative basis before entering it full-time. In their view, both the employer and employee benefit from such a preliminary exploration and evaluation.

CHART 1

COMMENTS VOLUNTEERED ABOUT
RECENT HIGH SCHOOL HIRES

- High school hires have trouble concentrating.
- Applicants don't dress appropriately for employment interviews...they frequently bring their friends with them.
- High school hires are reluctant to relocate or transfer to another store...they don't understand the need that a business has to shift its personnel from time to time.
- The graduates in secretarial skills are generally well prepared.
- Schools need to work on basic skills...the math and language arts skills of high school graduates leave much to be desired.
- The great majority of high school graduates who apply at our retail firm can't pass the math test...the test is geared to the 8th grade level...we've had to lower standards in some cases.
- I have worked with the high schools as an advisor in distributive education... the students don't know how to conduct themselves...they seem to lack the requisite sophistication for sales work.
- Students lack reading and speaking skills.
- Students don't know how to get a job.
- We have to do the training...I've talked with the district specialists and the teachers about the problems...I haven't seen much results for the effort.
- We give new people responsibility...it's a way to test them right off...we expect them to perform or seek employment elsewhere.
- The distributive education program that the D.O.E. offers is good...we've had excellent experience with students from Farrington High School.
- Students right out of high school don't understand the importance of good appearance.
- We like the cooperative education program...it has worked to the mutual benefit of the students and this store.
- High school hires are too shy...they're afraid to speak...in the food service business you have to be outgoing.
- The schools should expose students to the realities of the world of work...coop-ed is a good approach...students need to know about stress and how to handle it.

- In our fast food business we give employees continuous feedback relative to their performance...perhaps the schools should do the same.
- Vocational education should be directed at developing high skill levels...entry level is not good enough...we're looking for excellence and expertise.
- We have to do more training than we would like to...vocational education is better equipped to perform this task.
- The schools need to intensify the vocational curriculum...more advanced courses are necessary.
- Food service programs are simply not at the level of sophistication they should be...they're far too elementary and are wasting everyone's time...the culinary institutes of New York and San Francisco should be the models for both the secondary and post-secondary institutions.
- The DECA program at Waipahu is excellent.
- High schools are going to have to teach better standard English language skills if we're going to hire their graduates...we're a foreign owned firm but insist on good English language skills.
- We do more training in the basics of retailing than we'd like to...can't the high schools help?
- High school graduates lack discipline...this lack of social control follows them into the work place...they don't respond readily to supervision and have inadequate internal motivation.
- Most high school hires lack a sense of direction...its not just the school's fault...the family is perhaps even more responsible.
- The cooperative education program is good...all students who plan to go to work on graduation should be enrolled...they learn what its really like to have an adult job.
- Students need to understand what business is all about...they need to know what the firm's primary business is and something about its philosophy before they apply for employment.
- Some high school graduates don't know anything about retailing when they come to apply.
- High school graduates are enthusiastic but scared when they go out onto the floor for the first time...if they've had a cooperative educational experience they're much more confident and self-assured.
- Students need to have work experience before they graduate...this makes it so much easier for them to fit into the organization right away.
- Graduates lack pride in themselves, their jobs, and their place of employment.
- For us experience and maturity are more important factors than formal preemployment training.

- Everyone, including the schools, needs to develop better attitudes...many new hires couldn't care less...these types don't last very long.
- It would be a good idea if all distributive education students had 10-key training.
- The Farrington distributive education program is excellent...teachers give us one day referrals.
- I didn't know Kapiolani Community College had a distributive education program... although we have had dealings with their placement office.
- Coop-ed is the answer...students need to know what it will be like to work before they have to go to work full-time.
- The schools are doing a good job in the area of automotive mechanics.
- We like the DECA idea...we work closely with schools if invited to do so.
- Students should have some part-time work experience before they leave high school...they need to know what its like to have a job.
- Students need more realistic career advisement.
- Schools need to hold more job fairs.
- High school graduates in Hawaii have a better attitude than those in Washington state where our firm has its headquarters.
- It would be better if students stayed in school or went into the military until they're 21 or so...they're just too immature at 18.
- Vocational education should strive for excellence and not just be satisfied with preparing graduates for job entry positions...most of our job entry level position don't require that much skill and don't pay well...we're looking for highly skilled people and we don't want to train them in the generic skills that are necessary.
- We like all of our new clerks to be trained in 10-key calculators by touch...we also like 45 words a minute in typing.
- More career orientation is necessary...students wait too late to make significant decisions and then the outcome is imposed on them by circumstance.
- High schools need to work on attitude...a poor attitude transfers to the world of work...when a student evidences a poor attitude the school should stop the world for that kid until he or she understands how serious the problem is and/or will be.
- The level of training at the secondary level should be more intensive and stress advanced skills...we don't want typists who were trained primarily to do personal correspondence...we need speed and accuracy...these young people are capable of it.
- We need more business math in the schools...students should be able to do percentage problems.

- Students need to be given the opportunity to solve business related problems... simulations might help but cooperative education provides the best exposure.
- We hire the unskilled and pay minimum wage...the laundry business isn't that complicated even when you get as large as we are.
- The teachers in Hawaii's schools were trained inappropriately...they stress rote learning and place a heavy reliance on workbooks...there is little or no spontaneity...they just go through the motions.
- We hire many handicapped, economically disadvantaged, and persons with limited English-speaking ability...but we admittedly are also hiring the unskilled... that's not what voc-ed is about...they are or should be the skilled.
- Schools need to place more emphasis on occupational training...most students who graduate from high school are simply not mentally and technically prepared to go to work.
- Our principal employment criterion is maturity.
- We need dependable people.
- Schools need to stress communication skills.
- Some of the public school products are terrific...however, the ones at the lower end of the scale are terrible...I don't know why the schools let them go.
- Graduates today are more concerned with their rights...they're more efficacious.
- The strength of the family is critical.
- Career planning must begin at the elementary level.
- High school graduates frequently lack communication skills.
- High schools should insist on standard English.
- Private school students know how to handle themselves better.
- We need more clerical cooperative education programs.
- Farrington teachers have provided excellent referrals.
- We have to hire our upholstery and cabinet makers from the mainland.
- The most critical need is to improve the graduates' ability to communicate... counter girls must be articulate.
- High school students and graduates have trouble filling out application forms.
- We send out a lot of inservice training material...employees must be able to read well...they're responsible for knowing the material.
- We look for applicants with good digital coordination...you'd be surprised how appropriate the skills of a typist are to the job activities of a warehouseman ...we ask if they learned to type or use a comptometer in high school.

- We have a program to fix motorcycles at two of our YMCAs...if kids don't behave in school and adhere to the guidelines of the program, they're out...our retention rate has been good.

- In the hospitality/tourist industry, vocational education involves the acquisition of social skills...we want people to be neat, attractive, and self-confident.

- To sell the business people must be able to sell their own personality...self-confidence and a pleasant personality are critical...I can teach anyone to use a 10-key calculator in 15 minutes and to prepare a rental agreement in an hour.

- For the tourist industry, vocational education needs to incorporate a good deal of sociology and psychology.

- The major problem with our schools basically involves political considerations... many of the legislators have working class origins...this is not bad in itself... but when they let biases and attitudes formed at an early age warp their approach to problems, society suffers...they produce legislation that reduces work incentives...they're suspicious of educators and teachers...down deep they resent teachers...schools and programs are underfunded...many of the high schools have been allowed to seriously deteriorate.

- We don't like to hire students right out of high school because they're immature.

- Poor work habits are not the function of the schools alone...single parent families and community malaise are equally to blame.

- Kailua High School caters too much to the student...their graduates are obnoxious.

- Get rid of correcting typewriters in the high schools.

- We like to employ students while they're going to school...we have a chance to look at them and decide if they'd be a good full-time employee.

- There is too much emphasis placed at the U of H on management theory...what people need in the hospitality industry is hands-on experience and instruction in practical subjects.

- We send people out to the high schools...essentially our message is: "go on for further training after graduation, gain a little more maturity and then come and see us about a job."

- Schools need higher standards.

- Can schools teach motivation? If you can impart this to a student in a classroom, do so.

- The colleges need to stress data processing and word processing...in modern retailing that is essential.

- Any business student who hasn't been exposed to a CRT has not been given a contemporary education.

- We have trouble transferring people, even those who aspire to be managers, to the outer islands.

- A course on how to apply for a job is necessary in the senior year.
- The cooperative education program should be expanded...we like to see them on the job in this capacity before we offer them full-time employment.
- The coop-ed program needs to be sold to the students...many are not aware of the program or the advantages it provides students in getting their foot in the door.
- Coop-ed is one program that teaches values...it can shape attitudes.
- Coop-ed provides a controlled setting in which students can learn what business is really like.
- High school hires don't have the typing speed. Most can only do 20w.p.m. ...we need at least 45 w.p.m.
- Schools need to stress touch in 10-key calculator operations.
- Schools need to stress basic skills which are essential for business such as math, grammar, and spelling...there is too much emphasis on "creativeness" and "spontaneity"...let the parents take care of that side of a child's development and have the schools concentrate on skills' acquisition.
- There are too many electives...lets go back to a structured curriculum...a student can't easily tell what is required and what isn't.
- Counselors are inaccessible...instead of having one for each class they should be organized by function...there should be one who is an expert in vocations.
- We like all of our employees to have some knowledge of bookkeeping...it provides them with good business sense.
- The schools should stress excellence...the course work should be more intensive.
- High school students need to know how to apply for a job...the counselors should intensify their efforts with senior students.
- In the retail trade industry, the employee needs to have excellent communication skills...not only must he or she be easily understood but the representative of the firm must be persuasive as well.
- In retailing it is important to speak standard English.
- Too many prospective employees fill out forms in a sloppy and haphazard manner... we look at the way an application is completed as one indicator of probable job performance.
- New employees shouldn't be afraid to ask questions...many are too shy to ask... this doesn't help either of us.
- The teaching is reasonably adequate...however, the lack of discipline and order is appalling...the absence of discipline and order precludes learning.

- The teachers need to involve parents more...no type of education will work if parents are not supportive.
- Schools need to do a much better job of teaching students how to write and spell.
- We find our high school hires deficient in safety awareness.
- Discipline needs to be improved in the schools...it affects the attitude that young employees bring to their first job or two.
- High school graduates need more effective basic skills training.
- Some applicants right out of high school can't complete applications...they can't spell the name of the street on which they live...ask what "single/married" means.
- In the security field, appearance and presentation are very important...schools should teach these values and skills.
- The curriculum seems fairly adequate...we always ask prospective hires what was their major field of study.
- High school graduates simply don't have the communication skills we require... they also lack a sense of direction.
- Why don't the high schools try to produce students with "advanced" business office skills...the students can handle it...we'd pay them more on job entry.
- Discipline is poor in the public schools...teachers are to blame...they're lax in their follow-ups.
- Schools need to teach real life employment skills...18 year-olds don't realize that they are on the verge of total responsibility for themselves.
- Educators need to teach attitude...attitude is three-fourths the requirement for a job.
- People come in to fill out an application in bikinis and sandals.
- We prefer a good attitude over skill...I don't like to have diplomas or certificates waved in my face.
- Applicants seem weak on math and reading...their technical skills seem appropriate for the training they've received.
- The schools need to do more research on the training needs of those who seek immediate employment...this group seems to be ignored.
- A special course is needed on how to function on the job.
- Schools need to teach the work ethic.
- Students graduating from high school don't have a realistic view of the world of work.
- Graduates lack self confidence.

- High school graduates are not prepared to interview...they're inordinately nervous...they make many mistakes on the application.
- Graduates need more training in job awareness...they don't know how to fill out an application or interview well.
- A work attitude that is positive is essential.
- Communication skills are weak...high school graduates frequently avoid eye contact during an interview.
- High school graduates frequently can't fill out applications properly.
- Reading skills are weak...those with some military training are preferred.
- There needs to be more effective career counseling...D.O.E. is not doing enough in this area.
- Personality is the most important thing in retailing...I guess we can't expect schools to teach that.
- Schools need to improve instruction in fractions...the high school graduates have trouble in this area of math.
- The schools should provide more cooperative education experiences.
- We're looking for people who have good employment histories...a part-time job in high school helps.
- High school graduates don't know how to fill out an application...they don't even know how to write a personal check...they don't dress appropriately for the job interview.
- High school hires frequently don't understand what is expected in a financial institution.
- We need more cooperative education opportunities...students who have been through that program are more realistic in their job expectations.

CHART 2

COMMENTS VOLUNTEERED ABOUT
RECENT COMMUNITY COLLEGE HIRES

- More emphasis needs to be placed on distributive education.
- We've never had a Kapiolani Community College graduate in distributive education apply for a sales job with us.
- The colleges need more effective distributive education programs.
- The ILWU has a major influence on our personnel policies...they're a tough but fair union.
- Graduates are not aware of our firm's requirements and expectations.
- Teachers need to get out into the retail community to find out what current trends in this business are. To teach distributive education requires an ongoing involvement in the industry.
- In retailing, maturity is very important...the people we've hired who attended Kapiolani Community College still lack that quality.
- Is it possible to teach maturity? We need a sense of commitment...the here today, gone tomorrow attitude won't fly with us.
- Students in food service should be taught communication skills...they need to know the importance of presentation.
- Food service programs should employ role playing.
- No one at Kapiolani Community College has even attempted to contact us...we're just down the block and would be happy to advise and hire their graduates in distributive education.
- Our top positions are reserved for Japanese nationals.
- The course work of the community colleges should be more technical, more relevant.
- Everything really depends on the individual and his or her motivation.
- Students don't know how to apply for a job...they have actually shown up in bathing suits.
- Do the colleges teach personal hygiene...if they don't maybe they should.
- The students from Cannon's College have been among our best employees... I think the fact that they paid tuition and couldn't afford to waste time made them better candidates for employment.

- Business students don't get any safety training...in retailing there are hazards ...most accidents in our stores could have been avoided by employees.
- We like to hire students part-time while they're in school...we both get a chance to look at each other before a long-term commitment is made.
- Counselors need to provide more direction.
- You need to standardize the curricula and the competency criteria...a stenographer who can't take dictation at 60 words a minute is not really a stenographer in my opinion.
- Females on our construction crews have been a problem. They're out to prove something and that's okay...however, if one has to make a bathroom stop it shuts the job down for 15 to 30 minutes...they've got to find a restroom and that takes time.
- Our retailing firm hires community college people at a higher scale than others.
- Some improvement in math instruction is necessary.
- The community colleges have got to delimit their mission...they're trying to do too much...I don't feel remedial programs are their function...they're also trying to compete with the University's 4-year campuses...they should emphasize intensive technical training that will lead to high paying jobs.
- The accounting, bookkeeping and data processing programs need improvement...the standards are too low.
- The hotel management program at Kapiolani Community College is very good.
- Community colleges should place students in firms for practical experience before they leave school.
- Students need to know what a job is really like before they get into it.
- The community colleges don't have enough liaison with the food service industry... the curriculum frequently is at variance with industry priorities.
- Those in the food service field should be invited to review the curriculum and program focus from time to time.
- On-the-job training should be a component of every vocational program.
- Younger people are not interested in "job satisfaction"...they just want the money ...as a consequence, they don't take much pride in what they do and demonstrate very little loyalty towards their employer.
- The colleges teach generic business skills...we can take the training from there.
- We've had very little contact with Kapiolani's distributive education program...we would like better liaison.

- The community colleges need to raise their standards...attending a community college isn't much different than going to high school...community college counselors and instructors are too interested in making students feel comfortable...if the community colleges are to be anything but post-graduate high schools they've got to stress achievement more.

- Community colleges are too easy...the liberal arts courses are in no way comparable to those offered at Manoa...only in voc-ed do they require high achievement.

- University students don't know what the real world is all about.

- Students in the community colleges should be exposed to more job shadowing... they need to work part-time before they enter the job market full-time.

- We like to have a well documented work record.

- The apprenticeship related instruction program is excellent...it's relevant, and the curriculum is adjusted continuously to reflect changes in technology.

- We started hiring college students who are raising money for their clubs to take inventory...this practice has reduced the average number of hours for an inventory from 18 to 11 hours.

- We'd really prefer that high school students take a couple of years of a community college.

- Young community college applicants are motivated to get money...they have no pride in a job well done.

- The community colleges are doing a good job in vocational training...I wouldn't change much.

- The colleges' vocational education programs need to teach "class"...at least for the tourist industry.

- Graduates need to be more self motivated and self reinforcing.

- We check to see how long it takes a prospective employee to fill out an application...for us that's one indication of probable effectiveness.

- All community college vocational program should involve a cooperative education experience...the real world looks different than that which you can simulate in the classroom.

- Even many of the college students don't speak good standard English...that's a must with us.

- Every student in Hawaii needs to be educated regarding our limited economic base and of the importance of tourists to the islands.

- More schools should take advantage of the free services provided by the Visitor Education Council.

- For high school hires we can only offer job entry positions in the warehouse and stockrooms...we will hire anyone who is adequately motivated.
- Students need to do job shadowing before they commit themselves to a career.
- There should be more emphasis on career planning.
- Young girls can't seem to handle work stress.
- On the whole I think the community colleges are doing a fine job.
- For our new employees job satisfaction doesn't appear to be as important as money.
- We've tried to offer part-time jobs at $7.00 an hour to Kapiolani students at times at which they're not in school...they just post the notice on the board...the ones that show up aren't qualified...I wish they'd take our offer seriously.
- Kapiolani Community College graduates in business are superior to those we've hired from private business colleges.
- We want 60 w.p.m. from our secretaries...many of the ones that are technically good typists can't spell.
- Community college hires reveal an inability to work with tape recorded dictation... they can't handle the grammar and punctuation.
- We've had community college types come in to fill out applications in bathing suits...many of them are attractive, but the attire is inappropriate...doesn't any counselor talk to them about how to apply for a job?
- "Human development" is critical to job success in the hospitality field...they must be able to deal with people effectively.
- More students should go to the community college...we need practical skills training.
- The technical skills of community college graduates have improved over the last 5 years...we use to have to retrain them in proper and contemporary techniques.
- We'd like to see more cooperative education...a semester in the classroom followed each year by a semester in the field.
- Attitude is the biggest problem...either they expect to start as assistant managers or they don't take the job seriously.
- We don't like to hire people living in their parents' homes...they're unrealistic about work and figure they can always handle a 6-month period of unemployment... we want people who know how important it is to keep a job.
- We like Kapiolani's hotel operations' program...the graduates are more realistic then Manoa's T.I.M.

- They should go to the quarter system...there would be more flexibility... semesters are too long and allow only two real opportunities to begin each year.
- The colleges should make their schedules uniform...some start and finish at different times...its confusing.
- We haven't been able to get any drafting graduates...the community colleges need better industrial liaison.
- We are satisfied with the job community colleges are doing in vocational education ...clerical students need to know some principles of management... the good ones are going to be promoted.
- The vocational education program at the community colleges is good...I have some reservations about liberal arts.
- Personal pride is critical...management trainees must believe in themselves.
- The related instruction program for the apprentices has made us very happy... it could be less theoretical and more practical.
- There is nothing needing remediation that requires special comment or criticism.
- New hires don't know how to deal with old people...they have trouble relating.
- The counselors have been insensitive to our needs and at times downright offensive...one told me he didn't think his graduates would be interested in a store like mine.
- The private business schools don't really prepare people...their graduates are led to believe that they are more skilled then they really are.
- Community college graduates lack self confidence...if the colleges can teach people to be persuasive they should do so.
- Community college hires tend to be immature...they need to be exposed to the reality of the business environment...more coop-ed wouldn't hurt.
- Even graduates of community colleges don't have a conceptual understanding of what a business or what "proprietorship" involves...they lack an appreciation of profits and other goals of enterprise.
- Math skills are below that which one would expect.
- Community colleges on Oahu have a poor referral system...what do counselors do anyway?...We rely on contacts with teachers.

CHART 3

COMMENTS VOLUNTEERED ABOUT RECENT
EMPLOYMENT TRAINING PROGRAM HIRES

- ETO applicants tend to have poor communication skills...they have difficulty expressing themselves.
- I sympathize with ETO trainers...they work with a very difficult group.
- The performance scores on graduates from private business schools are inflated... they just don't test out that high.
- Attendance is still a problem particularly on Maui.
- Adaptability is a personal and cultural trait.
- I don't like any program that pays people to go to school.
- The preemployment training program is good.
- CETA is a waste of money.
- ETO graduates can't communicate adequately...the program is not comprehensive enough...you can't correct the inadequacies of the client population in just a few weeks with a limited curriculum.
- The curriculum lacks the necessary "generality"...the scope needs to be broadened.
- ETO applicants generally have a poor attitude and lack the requisite sophistication for retailing.
- Speaking ability is a real weakness...pidgin doesn't go here.
- ETO graduates try very hard but they are very insecure.
- ETO does send out people for interviews...you get the feeling that they're really trying to help their people.
- We've had nothing but trouble from the CETA people...CETA pays too much...new employees are not interested in our long-range benefits.
- The retention rate on CETA people is poor...I guess that's not the fault of the program though.
- If the CETA people pass our screening procedures, you can't tell them from any of the regular workers on the job.
- The CETA people we've hired have trouble leaving their personal problems at home.
- CETA hires are good for six months, then they tend to regress into bad habits.

- Many of our CETA hires have been the only income earner in an extended family... because of our discount to employees, they are often induced to buy clothes for family members...they abuse the privilege ...at the end of the month we have to give them a bill instead of a paycheck...without any reinforcement they become discouraged and quit.

- The CETA hires usually do the job they're hired to do well...however, they lack flexibility.

- CETA hires are deathly afraid of responsibility...they're so afraid of making mistakes.

- We've only had two ETO/CETA hires...given the size of our work force I wouldn't want to generalize about the program on the basis of our limited exposure.

- ETO does a good job with immigrants from the Far East...immigrants can't speak English well but that's expected.

- All of our CETA employees have left...I don't really blame the instructors, they did the best they could...too many personal problems and bad work habits... we won't hire them any more.

Appendix B

TABLE 1

A SUMMARY OF COMPLEMENTARY PROGRAMS UNDERTAKEN UNDER THE AUSPICES
OF THE COMPREHENSIVE EMPLOYMENT TRAINING ACT
PRIME SPONSOR: BALANCE OF STATE
FISCAL YEAR 1981

COMPONENT	NUMBER SERVED		TOTAL TERMINATIONS (from class)		ENTERED EMPLOYMENT		ADDITIONAL POSITIVE TERMINATIONS		OTHER TERMINATIONS		JOB ENTRY HOLDING AND PLANNED SUSPENSE(*) 9/30/81		STILL IN CLASS 9/30/81		ENTERED EMPLOYMENT RATE (Total E.E.÷ total term.)		POSITIVE TERMINATION RATE (Total P.T.÷ total term.)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hilo Employment Preparation	19	100.0	19	100.0	8	42.1	2	10.5	1	5.3	8	42.1	0	0	$\frac{8}{19}$	42.1	$\frac{18}{19}$	94.7
Kona Employment Preparation	51	100.0	46	90.2	17	33.3	2	3.9	4	7.9	23	45.1	5	9.8	$\frac{17}{46}$	37.0	$\frac{42}{46}$	91.3
Waikoloa Food & Beverage	12	100.0	12	100.0	12	100.0	12	100.0	0	0	0	0	0	0	$\frac{12}{12}$	100.0	$\frac{12}{12}$	100.0
Maui Food Preparation	37	100.0	29	78.4	0	0	0	0	6	16.2	23	62.2	8	21.6	$\frac{0}{29}$	0	$\frac{23}{29}$	79.3
Maui Pre-Apprentice Masonry	18	100.0	18	100.0	3	16.7	0	0	2	11.1	13	72.2	0	0	$\frac{3}{18}$	16.7	$\frac{16}{18}$	88.9
Kauai Kitchen-Pantry-Cook	9	100.0	0	0	0	0	0	0	0	0	0	0	9	100.0	$\frac{0}{0}$	--	$\frac{0}{0}$	--
Kauai Hotel Orientation	13	100.0	13	100.0	0	0	0	0	0	0	13	100.0	0	0	$\frac{0}{13}$	0	$\frac{13}{13}$	100.0
Kauai Food Preparation	14	100.0	14	100.0	0	0	0	0	2	14.3	12	85.7	0	0	$\frac{0}{14}$	0	$\frac{12}{14}$	85.7
Kauai Food and Beverage	11	100.0	11	100.0	1	9.1	0	0	0	0	10	90.9	0	0	$\frac{1}{11}$	9.1	$\frac{11}{11}$	100.0
Balance of State Total	184	100.0	162	88.0	41	22.3	4	2.2	15	8.1	102	55.4	22	12.0	$\frac{41}{162}$	25.3	$\frac{147}{162}$	90.7

TABLE 2

A SUMMARY OF COMPLEMENTARY PROGRAMS UNDERTAKEN UNDER THE AUSPICES OF THE COMPREHENSIVE EMPLOYMENT TRAINING ACT
PRIME SPONSOR: CITY AND COUNTY OF HONOLULU
FISCAL YEAR 1981

COMPONENT	NUMBER SERVED		TOTAL TERMINATIONS		ENTERED EMPLOYMENT		ADDITIONAL POSITIVE TERMINATIONS		OTHER TERMINATIONS		JOB ENTRY HOLDING and PLANNED SUSPENSE (*) 9/30/81		STILL IN CLASS 9/30/81		ENTERED EMPLOYMENT RATE (Total E.E.÷ total term.)		POSITIVE TERMINATION RATE (Total P.T.÷ total term.)	
Classroom Training	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Clerical Occupations (Honolulu)	217	100	171	78.8	117	53.9	9	4.1	45	20.7	5	2.3	41	18.9	117	68.4	126	73.7
Clerical Occupations (Waianae)	66	100	56	84.8	30	45.5	14	21.2	12	18.2	1	1.5	9	13.6	30	53.6	44	78.6
Auto Mechanics (Honolulu)	70	100	47	67.1	20	28.6	3	4.3	24	34.3	0	0	23	32.8	20	42.5	23	48.9
Auto Body (Honolulu)	47	100	27	57.4	15	31.9	0	0	12	25.5	0	0	20	42.6	15	55.6	15	55.6
Auto Body (Waianae)	32	100	27	84.4	14	43.8	2	6.2	5	15.6	0	0	11	34.4	14	66.7	16	76.2
Food Preparation	74	100	55	74.3	29	39.2	5	6.8	21	28.3	0	0	19	25.7	29	52.7	34	61.8
Medical Transcriber	14	100	13	92.8	13	92.8	0	0	0	0	0	0	1	7.2	13	100.0	13	100.0
Pre-Practical Nursing	23	100	19	82.6	8	34.8	3	13.0	8	34.8	4	17.4	0	0	8	42.1	11	57.8
Licensed Practical Nursing	96	100	81	84.4	47	49.0	11	11.4	23	24.0	9	9.4	6	6.2	47	58.0	58	71.6
Nurses Aide	15	100	11	73.3	6	40.0	4	26.7	1	6.6	4	26.7	0	0	6	54.5	10	90.9
Total, Classroom Training	654	100	507	77.5	299	45.7	51	7.8	151	23.1	23	3.5	130	19.9	299	59.0	350	69.0

(*) Job Entry Holding = participants completed training, waiting for placement into training-related job
Planned Suspense = interrupted training; participant will return to component or is waiting for an opening

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TABLE 2 (Continued)

COMPONENT	NUMBER SERVED		TOTAL TERMINATIONS		ENTERED EMPLOYMENT		ADDITIONAL POSITIVE TERMINATIONS		OTHER TERMINATIONS		JOB ENTRY HOLDING and PLANNED SUSPENSE (*) 9/30/81		STILL IN CLASS 9/30/81		ENTERED EMPLOYMENT RATE (Total E.E.÷ total term.)		POSITIVE TERMINATION RATE (Total P.T.÷ total term.)	
Less-than-Class Training	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
KCC - Dental Assistant	15	100	10	66.7	5	33.3	3	20.0	2	13.4	0	0	5	33.3	5	50.0	8	80.0
HCC - Welding	1	100	1	100	0	0	0	0	1	100	0	0	0	0	0	0	0	0
Travel Institute of the Pacific	4	100	3	75.0	2	50.0	0	0	1	25.0	0	0	1	25.0	2	66.7	2	66.7
Kenway School of Accounting	53	100	48	90.6	32	60.4	2	3.8	14	26.4	0	0	5	9.4	32	66.7	34	70.8
Mobile Intensive Care	20	100	15	75.0	14	70.0	0	0	1	5.0	2	10.0	3	15.0	14	93.3	14	93.3
Grounds Maintenance	1	100	1	100.0	0	0	0	0	1	100.0	0	0	0	0	0	0	0	0
Laborer Training	13	100	13	100.0	7	53.8	0	0	6	46.2	0	0	0	0	7	53.8	7	53.8
Plasterer Pre-Apprenticeship	18	100	17	94.4	9	50.0	4	22.2	4	22.2	0	0	1	5.6	9	52.9	13	76.5
JEE (Classroom only)	34	100	33	97.1	9	26.5	10	29.4	14	41.2	0	0	1	2.9	9	27.3	19	57.6
Cannon's Business College	12	100	0	0	0	0	0	0	0	0	0	0	12	100.0	0	0	0	0
Less-than-Class (Miscellaneous)	22	100	15	68.2	8	36.4	2	9.1	5	22.7	2	9.1	5	22.7	8	53.3	10	66.7
Total, Less-than-Class Training	193	100	156	29.1	86	13.0	21	3.2	49	7.4	4	.6	33	4.9	86	55.1	107	68.6
Grand Total	847	100	663	78.3	385	45.4	72	8.5	200	23.6	27	3.2	163	19.2	305	58.1	457	68.9

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Appendix C

SUMMARY OF ACTIONS TO ACHIEVE SEX EQUITY

IN VOCATIONAL EDUCATION

1980-81

In response to the specific sex equity mandates of Title II (P.L. 94-482), four major statewide objectives were established. These objectives incorporated the particular concerns of each of the federal requirements as identified in Section 104.75 of the Rules and Regulations pertaining to this law. In addition, they indicated the state's full recognition of the necessity for continued and concerted action in removing the barriers of sex bias and sex-role stereotyping in vocational education. These objectives are:

- provide staff for supervision, planning, and coordination of activities to reduce sex stereotyping in vocational education;
- establish policies and procedures to prescribe actions to be taken to overcome sex discrimination and sex stereotyping in all vocational education programs;
- assist the operating agencies to increase enrollment of both males and females in non-traditional programs and to gain community support and acceptance; and
- assist in the development of model programs to reduce sex stereotyping in vocational education.

To meet these objectives and the specified federal requirements, a wide range of activities were conducted during the 1980-81 period. This report summarizes these actions and their results.

I. Statewide Planning and Coordination

The basic approaches for achieving sex equity were developed in conjunction with the State Department of Education and the Office of the Chancellor for Community Colleges. These include the implementation of: 1) various strategies to reduce bias and stereotyping in the high schools; and 2) pilot projects to develop model programs which address specific needs in the community colleges.

At the secondary level, efforts were coordinated with the school district offices. These resulted in the participation of schools from each of the districts in the "Equal Goals in Occupations" (EGO) workshop. At the post-secondary level, negotiation meetings with the Office of the Chancellor were held to select project proposals from the colleges. As a result, four grant awards were made for projects in recruitment, awareness, and the development of resources and materials. Specific products and other outcomes of these actions are described in subsequent sections.

A major priority was the development of a systemwide sex equity plan for the community colleges. Support for this undertaking was provided through Research and Development funds (Subpart III). Representatives from the seven colleges participated in the developmental process. The results are clearly defined goals and objectives for: 1) developing awareness and understanding among faculty, students and members of the community-at-large; 2) providing affirmative career education; 3) increasing enrollments in non-traditional programs; and 4) establishing campus and system level committees to oversee as well as guide the implementation of the plan. The plan has received the endorsement of the Chancellor of Community Colleges and is currently in the process of being implemented.

Other planning and coordinating efforts included: 1) close linkages with the Department of Education in its development of promotional concepts on non-traditional careers for the annual statewide Career and College Fair; and 2) collaboration with curriculum developers,under contract with the Department of Education,to produce sex equity units for the Intermediate Guidance: Career Development, an instructor's manual which will be used for a required course for 9th and 10th graders.

II. Policies and Procedures

A "Statement of Intent Relating to the Elimination of Sex Bias and Stereotyping in Vocational Education" was drafted and subsequently approved by the Office of the Chancellor for Community Colleges and the Department of Education. This statement together with the implementing procedures specify the actions which will be taken under auspices for the next 5-year plan.

III. Training and Technical Assistance

The 1-1/2 day statewide EGO workshop was held in early Fall. Three community colleges and 7 high schools participated by sending teams composed of administrators, counselors, and vocational education faculty. This workshop, which provided training to 75 participants, served as the central mechanism for generating actions throughout the state. Based on the intensive coverage of materials and the discussion of effective strategies, action plans for the participating schools and colleges were developed and implemented during the course of the year. Results of these efforts included:

- greater awareness and commitment by participants to remove attitudinal barriers to equity
- stronger involvement of the counseling units in promoting sex fair vocational options
- greater articulation of mutual concerns and stronger linkages between colleges and high schools, particularly in the rural neighbor island districts
- inclusion of speakers working in non-traditional occupations and other sex-fair approaches for a variety of school programs and career exploration activities
- revision of school catalogues, particularly course descriptions and photographs, bulletins, newsletters, and other printed materials to reflect sex-fair concepts and language.

A follow-up session was held in the Spring to assess the progress and to enable participants to share their successes and insights from which future activities could be built. Discussions also included the development of

strategies for promoting sex equity in schools which were located in the more traditionally-oriented plantation communities.

IV. Outreach and Recruitment

Although the high schools and colleges have promoted sex equity during career fairs, college orientation sessions, and other activities, several additional approaches were developed this year. These included:

- special seminars for potential female college students which featured female role models in the trades as speakers.
- series of workshops to upgrade skills in math and sciences as well as to increase the familiarity of the participants with the various vocations by providing hands-on experiences. A special feature of this series, one which was well-received, was the provision of child care services for the participants.

In addition, a survey of urban high school students was conducted to assess the extent of their interest in vocational education, and in particular, their attitudes towards non-traditional occupations. The survey was administered in connection with panel presentations by non-traditional workers. The results revealed that an average of 24% of the students changed their views after the panel presentation to a more favorable consideration of non-traditional occupations. This and other items on the survey indicated strong support for the continued use of role models in introducing the range of vocational options to both females and male students.

V. Promotion and Information Dissemination

Numerous publicity campaigns were held in conjunction with the special seminars and workshop series mentioned above as well as in relation to other sex equity activities. Radio talk shows were extensively used in one county while in others, the local daily papers and campus news media were used as the primary vehicle for transmitting information.

In addition, photographic and informational exhibits were produced for

shopping centers and other display areas. A wide range of promotional materials which addressed the specific needs of the local community was also published and distributed. Specific products were:

- sex-fair brochures on nursing, secretarial science, accounting, business, and trades and industry programs which were disseminated to schools, colleges, and libraries. Approximate number: 7,000.
- two videotapes on the perspectives of local employers, college faculty, male and female students in non-traditional fields. These tapes, which also featured non-traditional workers at their various work stations have been used to introduce the range of options to high school and college students.
- written reports and articles on the status of sex equity activities including an analysis of postsecondary enrollment changes which were distributed to pertinent agencies and vocational education units in the state.
- EGO GRAM, a newsletter devoted to disseminating sex equity information to vocational education faculty and school/college administrators. Approximate number: 420.
- EGO mini-sessions, a series of written exercises on sex-role stereotyping which were distributed for use in the high schools. Approximate number: 5,000.
- directory of non-traditional workers which included photographs and descriptions of male and female workers in Hawaii who are in non-traditional occupations and are willing to contribute speaking and consultation services to the schools and colleges. This directory was incorporated in the publication Resources for Promoting Sex Equity which was published and distributed early this year. Total number: 300

VI. Community Awareness and Linkages

In recognition of the importance of establishing sound relations with the community, efforts were made by the neighbor island colleges to contact employers particularly large sugar companies and construction firms to apprise them of the college's interest in expanding the vocational options for students. In addition, a survey of employers was conducted in one of the counties. The survey revealed that employers with non-traditional workers were very pleased with their performances on the job and were willing to consider hiring additional non-traditional workers. Interviews with personnel directors also indicated a willingness to cooperate with the college in insuring a receptive work environment for the graduates.

VII. Enrollment Changes

Through the concerted efforts of the community colleges and high schools, substantial changes have occurred to insure that entry into vocational programs will not be restricted to the students on the basis of gender. Moreover, various promotional approaches have been used to introduce the range of vocational options in a non-biased and non-stereotyped manner for both sexes. Positive changes in the enrollment patterns, such as the increases of females in the trades and technology programs, and the increases of males in the homemaking and health services programs, may be attributed to these efforts at the state and district levels. The attached tables present the changes between 1976 and 1980 for both high schools and colleges.

Based on the insights from past activities, the 1980-81 sex equity efforts placed major emphasis on addressing the factors beyond the immediate environment of the school or college. The outreach and recruitment activities as well as the development of closer relationships with employers, and between schools and colleges particularly in the rural districts are indicative of this new direction. In concert with other on-going activities to remove both the overt as well as the less obvious sex-biased influences, the overall result was a comprehensive and diverse approach to resolving the issues in sex equity.

VOCATIONAL EDUCATION PROGRAM ENROLLMENT BY SEX IN THE
DEPARTMENT OF EDUCATION
Grades 9 - 12
Period: 1978 - 1981

PROGRAM	School Year	TOTAL	Male / Female	% FEMALE
AGRICULTURE	1978-79	2,599	1923 / 676	26%
	1979-80	2,158	1633 / 525	24%
	1980-81	2,423	1829 / 594	25%
DISTRIBU-TIVE/GEN. MERCH.	1978-79	1,383	578 / 805	58%
	1979-80	1,720	589 / 1131	66%
	1980-81	2,093	742 / 1351	65%
OCCUP. PREP./Home Econo.	1978-79	2,067	893 / 1174	57%
	1979-80	2,161	1031 / 1130	52%
	1980-81	2,413	1111 / 1302	54%
CONSUMER/ HOMEMAKING	1978-79	11,423	3072 / 8351	73%
	1979-80	12,228	3372 / 8856	72%
	1980-81	12,201	3620 / 8581	70%
OFFICE OCCUP.	1978-79	11,633	2118 / 9515	82%
	1979-80	12,110	2105 / 10005	83%
	1980-81	11,962	1952 / 10010	84%
TECHNICAL	1978-79	705	692 / 13	2%
	1979-80	505	485 / 20	4%
	1980-81	611	588 / 23	4%
TRADES AND INDUSTRY	1978-79	4,798	4448 / 350	7%
	1979-80	4,478	4152 / 326	7%
	1980-81	4,567	4177 / 390	9%

Source: Vocational Education Data System (VEDS), Secondary Program Enrollment and Completion Report, Part A & B (9 - 12 grades).

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VOCATIONAL EDUCATION ENROLLMENT BY SEX IN
ALL COMMUNITY COLLEGES

BIENNIUM TOTALS: Period 1976 - 1981

	Academic Year	TOTAL	Male / Female	% Female
ENROLLMENT: ALL COLLEGES	1976-77	28,924	15,962 / 12,962	45%
	1978-79	28,009	14,491 / 13,518	48%
	1980-81	29,627	14,682 / 14,945	50%
VOCATIONAL EDUCATION ENROLLMENT	1976-77	11,483	6,768 / 4,715	41%
	1978-79	11,564	6,591 / 4,973	43%
	1980-81	12,145	6,497 / 5,648	47%
BUSINESS	1976-77	2,799	1,563 / 1,236	44%
	1978-79	2,803	1,338 / 1,465	52%
	1980-81	3,423	1,429 / 1,994	58%
SECRETARIAL AND RELATED	1976-77	1,842	76 / 1,766	96%
	1978-79	1,673	50 / 1,623	97%
	1980-81	1,481	31 / 1,450	98%
HEALTH SERVICE	1976-77	563	64 / 499	89%
	1978-79	534	95 / 439	82%
	1980-81	545	76 / 469	86%
HOTEL/FOOD SERVICE	1976-77	657	461 / 196	30%
	1978-79	811	565 / 246	30%
	1980-81	823	556 / 267	32%
PUBLIC SERVICE	1976-77	1,565	1,054 / 511	33%
	1978-79	1,520	942 / 578	38%
	1980-81	1,418	704 / 714	50%
TRADES AND TECHNOLOGY	1976-77	4,057	3,550 / 507	12%
	1978-79	4,223	3,601 / 622	15%
	1980-81	4,455	3,701 / 754	17%

Source: Report 2541, Unduplicated Headcount of Students Served by the Community Colleges, Office of the Chancellor for Community Colleges, University of Hawaii.